

## Thematic Module 1B



# On with the Show!





# Thematic Module 1B

## On with the Show!

### Day 10 to Day 18



**This product is the result of a joint venture with the following contributors:**



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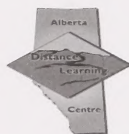
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Day 10 to Day 18  
Student Module Booklet  
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
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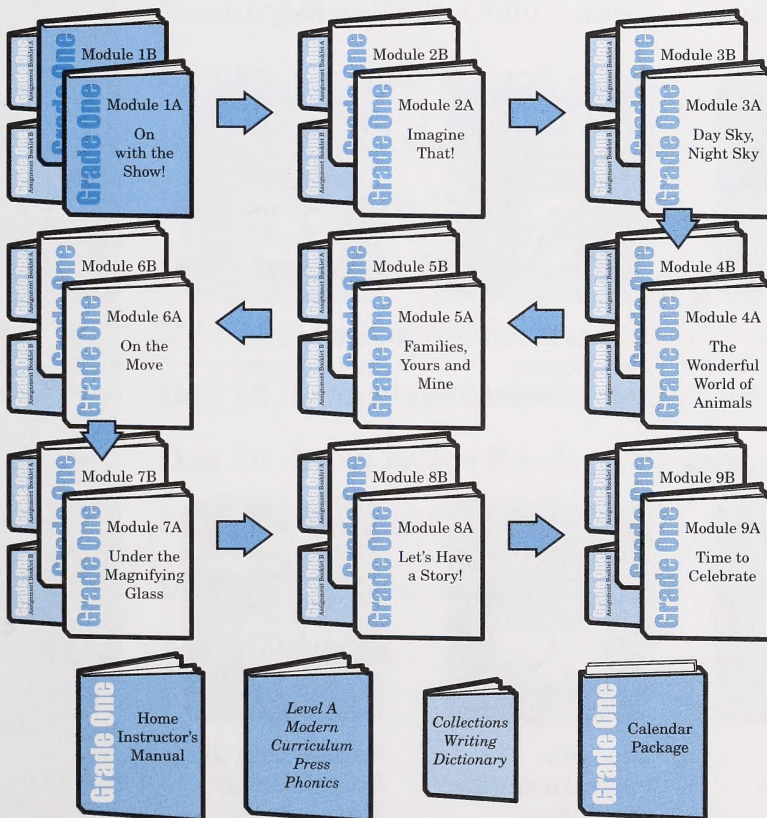


## Course Overview and Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.

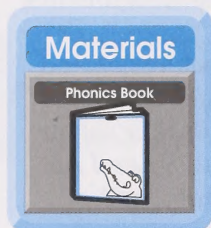




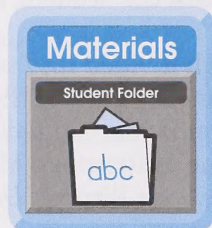
## Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

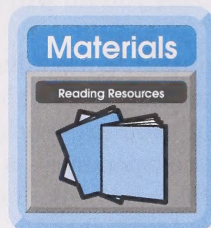
### Icons: Materials



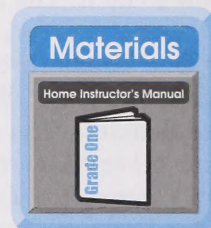
Turn to the *Level A: Modern Curriculum Press Phonics* book.



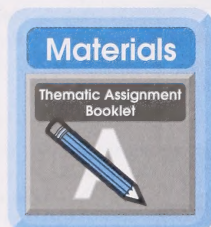
Place an item in the Student Folder.



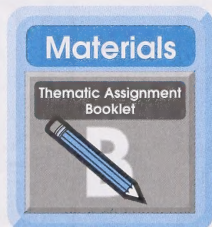
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



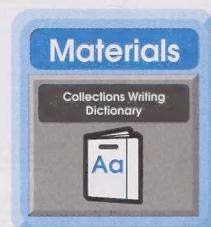
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.

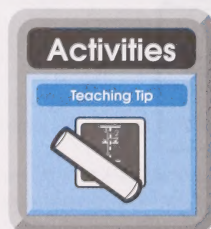


Turn to the audiocassette indicated.



Turn to the *Collections Writing Dictionary*.

### Icons: Activities



Read this information to yourself.



Read this information with the student.



Proceed with the daily Calendar Time activity.



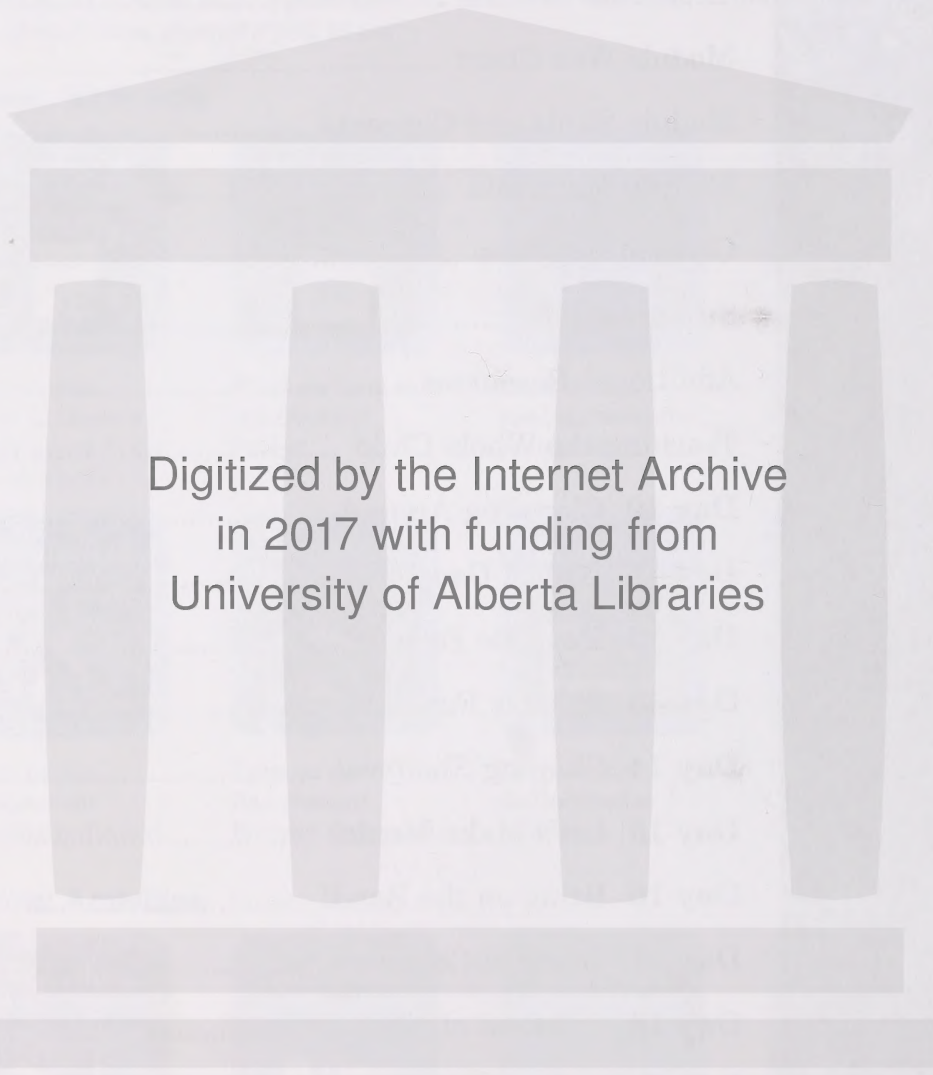
Access the Internet for the student. (This activity is always optional.)



# Contents



Thematics Module 1 Overview .....	1
Module Web Chart .....	2
Module Skills and Concepts .....	3
Module Materials .....	4
General Supplies .....	5
Student Folder .....	6
Additional Resources .....	7
Teaching the Whole Child .....	9
<b>Day 10</b> Clowning Around .....	10
<b>Day 11</b> What I Can Do .....	30
<b>Day 12</b> Don't Be Fooled! .....	50
<b>Day 13</b> Shadow Fun in the Sun .....	71
<b>Day 14</b> Shaping Shadows .....	90
<b>Day 15</b> Let's Make Music! .....	110
<b>Day 16</b> Bring on the Band! .....	133
<b>Day 17</b> World of Colour .....	150
<b>Day 18</b> A Round of Applause .....	172
Image Credits .....	189



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# Module 1 Overview

## On with the Show!



Welcome, ladies and gentlemen, to the world of entertainment—a world that will amaze and delight you! Over the next few weeks, your student will discover a variety of performing arts—the circus, tricks, jokes and riddles, puppet plays, shadow games, music, and art exhibits.

The Thematic program integrates several subject areas—Language Arts, Science, Social Studies, Health and Life Skills, Music, Art, Drama, and Physical Education—under one common theme per module. Several important concepts underlie the theme of each module. For Module 1 concepts, see the following pages. The student will choose activities and then create, practise, and perform an act for others.

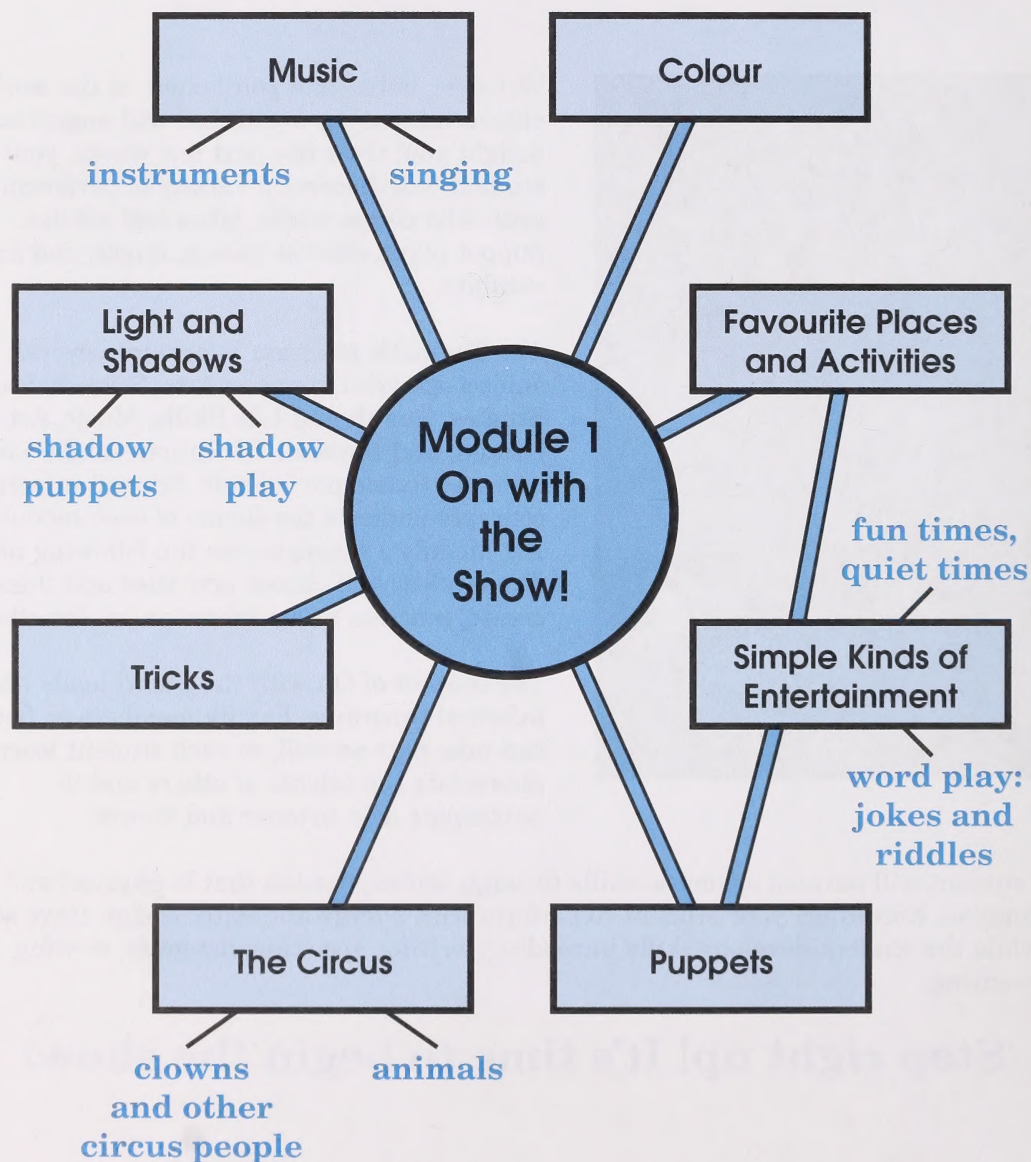
The content of *On with the Show!* lends itself to informal programs. Family members or friends can take part as well, so each student learns to appreciate the talents of others and to participate as a listener and viewer.

Your student will develop dramatic skills through self-expression that is physical and imaginative. Encourage your student to perform with energy and enthusiasm. Have some fun while the student develops skills in reading, writing, speaking, listening, viewing, and representing.

### Step right up! It's time to begin the show!

## Module Web Chart

This chart highlights the main thematic topics for this module.





## Module Skills and Concepts

Because of the integrated nature of this Thematic program, objectives from one subject area often relate to or overlap with those of another. By helping the student form curriculum connections, this program makes learning more meaningful and enjoyable.

In this module, the student will meet many curriculum objectives while discovering a variety of entertainment forms and performance arts. Much of this module builds on what the student already knows. The skills and concepts below are only a sample of the total educational package in **On with the Show!**

### Language Arts Skills

- **Speaking and Listening (the foundation of literacy)**

**Speaking**—expressing preferences, increasing speaking vocabulary (adjectives, opposites, subject matter words), speaking in complete sentences when appropriate, developing correct articulation, speaking to an audience using principles from drama (speaking clearly, easily, expressively, and energetically)

**Listening**—experiencing various listening activities, following directions, searching for details, participating as an audience member

- **Reading**—recognizing upper- and lower-case letters, reciting alphabet letters in order, reading aloud with fluency and accuracy after rehearsal, developing a sense of story, identifying various forms of text (story, song, poem, joke, play), using various strategies to discover meaning in print (See the Learning to Read chart in the Home Instructor's Manual.)

**Phonics**—recognizing beginning consonants (**s, t, m, p, c, k, n, b, h, r, f, j**), hearing about the “short a” sound and the **sh** letter combination

- **Writing**—using a displayed alphabet to aid writing, writing about personal ideas and experiences, changing or extending text (rewriting rhymes or songs, completing pattern sentences), demonstrating awareness of capital letters and periods when writing simple sentences

**Printing**—forming circles and lines, experimenting with paper (lined, unlined, or with a base line), forming letters (**Ss, Tt, Mm, Pp, Cc, Nn, Bb, Hh, Rr, Ff, Jj**)

- **Viewing and Representing**—experiencing various viewing activities, drawing about personal ideas and experiences

## Other Subject Skills

- **Science**—experimenting with colour, mirrors and reflections, shadows, musical instruments, sound
- **Health and Life Skills**—learning about nutrition, fitness, sense of body awareness, protection of sense organs; developing awareness of personal interests, abilities, and feelings; respecting potential excellence in self and others; setting goals, practising stating preferences, and self-evaluating
- **Physical Education**—gymnastics and creative movement
- **Drama**—experimenting with dramatic forms (story theatre, readers’ theatre, puppetry, choral speaking), using voice, acting a role, practising performance skills, participating as an audience member
- **Visual Arts**—demonstrating knowledge and skill in painting, using primary and secondary colours, visual awareness
- **Music**—understanding, appreciating, and responding to changes in music (volume, pitch, tempo, rhythm); recognizing sounds of common musical instruments; making and experimenting with instruments; singing; creating body percussion (clapping, tapping, and slapping thighs)

**Note:** Students are not expected to master all of these concepts and skills at this time but will **work toward mastery** throughout the program.

## Module Materials

### Books

- Calendar Package
- *Level A: Modern Curriculum Press Phonics* book, selected pages
- *Collections Writing Dictionary*

### Reading Resources

- *Collections: I’m Busy*
- *Collections: One in the Sun*
- *Collections: Up the Hill*
- *Teddy Bear, Teddy Bear* by Robert and Marlene McCracken
- *Toes in My Nose* by Sheree Fitch
- *What Can You Do?* by Robert and Marlene McCracken



## Audio Resources

- *10 Carrot Diamond* by Charlotte Diamond
- *The Orchestra* with Peter Ustinov and the Toronto Philharmonic Orchestra
- *Classics for Children* by Boston Pops Orchestra, Arthur Fiedler Conductor

## General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic Program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.

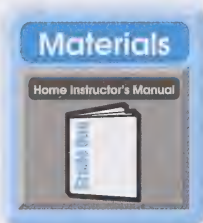


See the Master List of Required Materials in the Home Instructor's Manual for further information.

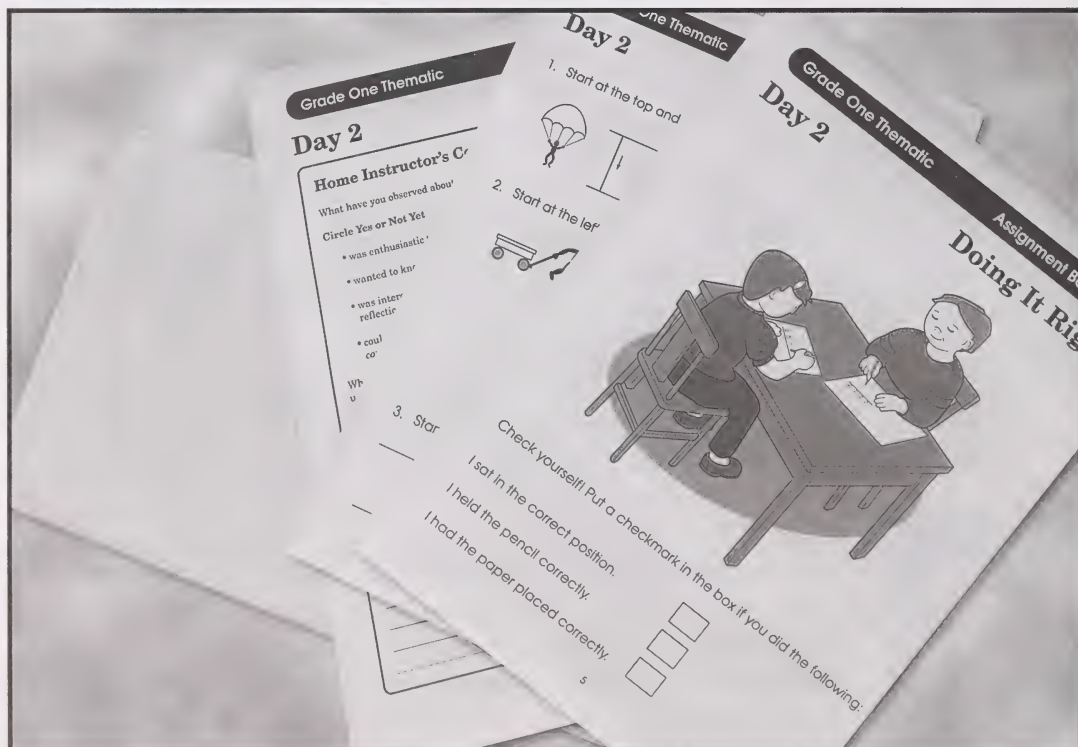
## Student Folder



Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.



**Note:** The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.

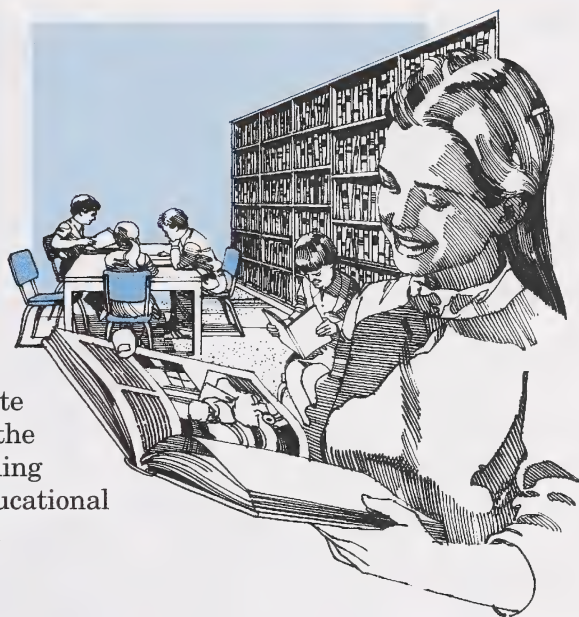




## Additional Resources

The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate the many games and computer programs on the market that may enhance the student's learning opportunities. You might also refer to the Educational Sites listed in the Home Instructor's Manual.



### Books

#### Alphabet

*Alphabatics* by Suse MacDonald

*Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault

*Dr. Seuss's ABC* by Dr. Seuss

*Eating the Alphabet* by Lois Ehlert

*The Handmade Alphabet* by Laura Rankin

#### Circus

*Circus* by Jack Prelutsky

*Circus* by Lois Ehlert

*The Circus* by Brian Wildsmith

*Curious George Goes to the Circus* by Alan J. Shalleck

*Mirette on the High Wire* by Emily Arnold McCully

*Patch the Circus Dog* by Gordon Winch and Gregory Blaxel

*Smarty Pants* by Joan Cowley

*Spot Goes to the Circus* by Eric Hill

#### Colour

*Brown Bear* by Bill Martin Jr.

*A Colour of His Own* by Leo Lionni

*Colour Zoo* by Lois Ehlert

*I Went Walking* by Sue Williams

*If You Take a Paintbrush: A Book of Colors* by Fulvio Testa

*Little Blue and Little Yellow* by Leo Lionni

*My Many Colored Days* by Dr. Seuss

*Planting a Rainbow* by Lois Ehlert

*Purple, Green, and Yellow* by Robert Munsch

*Red Is Best* by Kathy Stinson

#### Drama

*Angelina on Stage* by Katherine Holabird

*Franklin's School Play* by Paulette Bourgeois

## Food

*Oliver's Vegetables* by Vivian French

*Pizza for Breakfast* by Maryann Kovalski

*Something Good* by Robert Munsch

*When Vegetables Go Bad* by Don Gillmor

## Music

*Exploring the Energy You Hear* by Arizona Museum of Science and Technology, Phoenix

*Orchestranimals* by Vlasta van Kampen and Irene C. Eugen

*Zin! Zin! Zin! a Violin* by Lloyd Moss

## Nursery Rhymes

*Each Peach, Pear, Plum* by Janet and Allen Ahlberg

*My Very First Mother Goose*, edited by Iona Opie

*Richard Scarry's Best Mother Goose Ever* by Richard Scarry

*Sing a Song of Mother Goose*, illustrated by Barbara Reid

## Opposites

*Exactly the Opposite* by Tana Hoban

## Poetry

*A Child's Garden of Verses* by Robert Louis Stevenson

## Songs

*The Golden Song Book*, selected and arranged by Katharine Tyler Wessels

*Mary Had a Little Lamb* by Sarah Josepha Hale

## Videocassettes

### Alphabet

"Dr. Seuss's ABC." 10-min. segment from *Dr. Seuss's ABC Plus Two Other Dr. Seuss Classics*. 30 min. Random House Home Video, 1989.

### Circus

"The Baby Circus" 5-min. segment from *Max's Chocolate Chicken and Other Stories for Young Children*. Produced by Paul Gagne. Weston, Ct: Children's Circle, a division of Weston Woods, 1993.

"Curious George Goes to the Circus." 4-min. segment from *Curious George Vol. 2*. 30 min. LWI Productions/Talbot Television Co-producers. Fremantle Corporation, 1972.

### Music

*The Rogers and Hammerstein Golden Anniversary: The Sound of Music*. 175 min. Fox Video, Inc., 1994.

*Tubby the Tuba*, produced and directed by Alexander Schure. 81 min. Sony Wonder (A division of Sony Music), 1977.


*Under the Big Top*, written and produced by Brendan Dannaher. 18 min. Classroom Video, 1998.

### Nursery Rhymes

*Baby's Nursery Rhymes*, sung by Phylicia Rashad, directed by Russell Calabrese and Jeffrey Gatrall. 26 min. Lightyear Entertainment, 1991.

*Rusty and Rosy Nursery Songs and Rhymes*, directed by Susan Preator and Ian Wade. 36 min. Sandy, Utah: Waterford Institute, 1994.





Social

Physical

Intellectual

Creative

Emotional

Teaching the Whole Child

# Clowning Around

During this second half of the module *On with the Show!* you may be feeling more comfortable with your routine and activities.

Clowns continue in the spotlight today. For Music and Movement, the student will practise mime. In Reading, the student will use opposites and describing words to compare clowns.

The Health and Life Skills emphasis is on milk products, and you will refer again to *Canada's Food Guide*.

For Let's Look Back, you will determine which materials covered so far are suitable for your grand finale and develop a list of possibilities.



Let's clown around.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- Thematic Assignment Booklet 1B
  - Day 10: Colour Wheel
  - Day 10: Printing Cc
  - Day 10: Circus Web Chart
- food colouring or crepe paper in primary colours (optional)
- *Level A: Modern Curriculum Press Phonics* book, pages 49 and 50
- *Teddy Bear, Teddy Bear* book
- How Clowns Become Clowns article from Day 9
- *Toes in My Nose* book (optional)
- pocket chart
- phrase strips prepared on Day 7 (At the circus, I can see)

### Music and Movement

- face paint (optional)

- clown costume (optional)
- table or chair

### Health and Life Skills

- *Canada's Food Guide*
- Thematic Assignment Booklet 1B
  - Day 10: Milk Products

### Silent Reading

- favourite reading material

### Math Time

- See Mathematics Module 1, Day 10.

### Project Time

#### Painted Clown

- paints in primary colours only (red, yellow, blue)
- paint shirt (optional)
- materials, such as newspaper, wrapping paper, foil, yarn, lace, fabric, buttons, and other recyclables

#### Let's Look Back

- Thematic Assignment Booklet 1B
  - Day 10: Milk Products

### Story Time

- mutually chosen reading material



### Calendar Time

**Time recommended: 10 minutes**

Continue to adapt activities to your student's interests and abilities. Choose from familiar activities and new ones, using Calendar Time Teaching Notes from the Calendar Package.

### Focus for Today

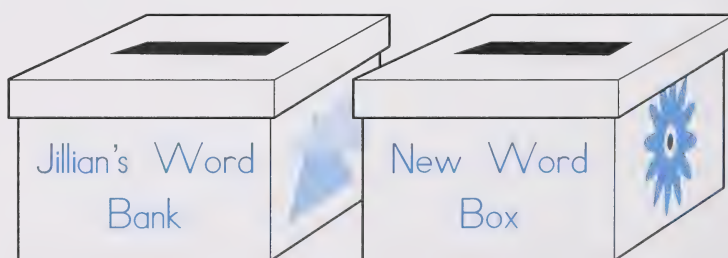
Today's focus is on **dramatic movement and expression**. The student will clown around and experiment with mime. When reading *Teddy Bear, Teddy Bear*, your student will try choral speaking and use actions to suit the rhymes.

### Language Arts

**Time recommended: 35 minutes**

#### Word Study

Set out the New Word Box and the personal word bank. Present coloured flash cards with the words **purple** and **and** on them. If your student is able to read these words easily, place the cards in the personal word bank.



If your student must sound out these words, then follow the suggestions in the Word Box Teaching Notes. The following word markings may also be helpful. Print them on paper or a chalkboard.



purple

and

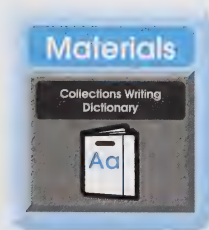
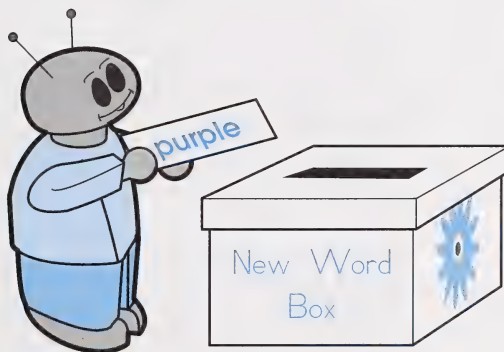
Point out the **ur** combination of letters and that the word **purple** has two beats. The beginning consonant **p** can also help the student recognize the word.

For the word **and**, remind your student of the “short a” sound, using the key word **apple** and the action of eating an apple. Ask the following.



Which sounds come after the “a” sound?

Remove all the words from your student’s personal word bank. Ask the child to read the words, one at a time. Put words that the student cannot remember back into the New Word Box to be studied later in the day. Insert the words **purple** and **and** into the New Word Box, unless they were easily recognized when introduced.



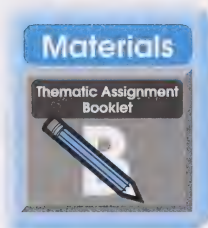
This is an excellent opportunity to introduce your student to the *Collections Writing Dictionary*. Refer to the Suggestions on How to Use the *Collections Writing Dictionary* section of the Home Instructor’s Manual.

At this time words that have been collected in the word boxes can be printed in this personal student dictionary. Each time new words are encountered for the New Word Box they should be added to the *Collections Writing Dictionary*.

### Colours

Introduce science and art concepts related to purple by adapting the colour script from Day 9. Review that red, yellow, and blue are primary colours. On Day 9, the colour orange was introduced as a combination of red and yellow. Orange is a secondary colour, or one made by combining two primary colours. **Purple** is the same way.

Have your student discover this by colouring a patch of red on plain paper. Before the student colours over it in blue, ask the child to predict what colour the patch will become.



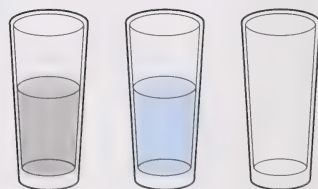
Turn to Thematic Assignment Booklet 1B, and follow the directions to do Day 10: Colour Wheel.

### Enrichment (optional)

Extend the child's exploration of primary and secondary colours. Ask your student to predict what will happen in each case.

### Food Colouring

Prepare two half-full glasses of water. Add a few drops of red food colouring to one and a few drops of blue to the other. Pour equal amounts of red and blue coloured water into a third glass to create purple.



### Crepe Paper in Hot Water

Instead of food colouring, pour boiling water over strips of red and blue crepe paper. Once the water is coloured and cooled, have the student remove the crepe paper with a spoon and then mix the coloured water as directed in the food colouring experiment.

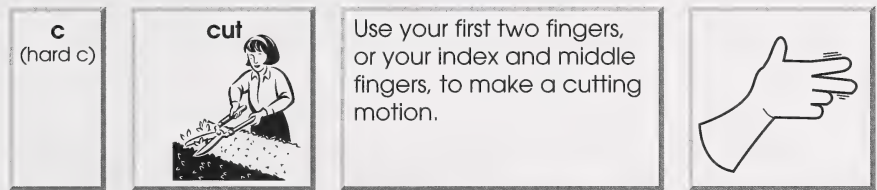
**Caution:** Remind your student that you will handle the boiling water.



## Phonics

Introduce the “k” sound of the initial consonant **c** by using some or all of the following strategies:

- Use the keyword and action to help your student learn to associate the letter **c** with its “k” sound. Say the “k” sound and then the word **cut** as you make this motion.



- Say one-syllable words, one at a time, and ask the student to listen for the “k” sound at the beginning of each word. If the “k” sound is heard, the student can indicate this with the cutting signal. Try the following words.

**suit   cat   pie   cold   can   swim   cute   coat**

- Find items in your work area that begin with the “k” sound. Your student may locate an article that actually begins with the letter **k**. If so, mention that the word has the same sound but begins with a letter **k**. The word **kitchen**, for example, begins with the “k” sound, but is spelled with a **k** rather than a **c**.
- Say riddles or unfinished sentences that must be answered with a word beginning with the letter **c** and the “k” sound of **c**. Following are a few examples.

It is small and furry, and it purrs. (cat)

We put it on when we go outside. (coat)

In the winter, the temperature is \_\_\_\_\_.  
(cold)

## Day 10 • Clowning Around

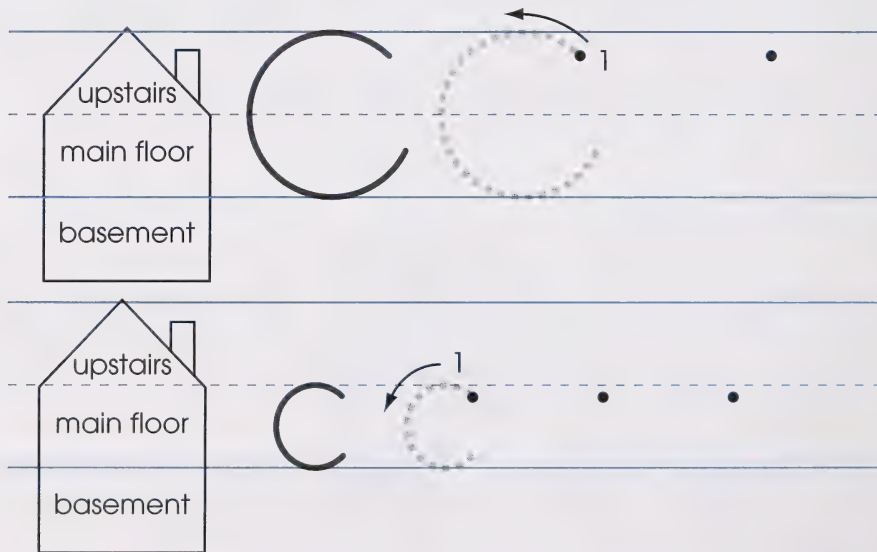
- Recite sentences where many words begin with the “k” sound and are spelled with the letter **c**. Ask your student to remember and say as much of each sentence as possible. Some examples follow.

Carol’s crazy cougar can climb the curtains.

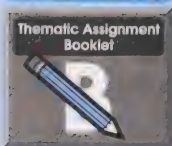
Colin’s cousin can catch cobwebs.

### Printing

Print **Cc** on the chalkboard or unlined paper, and ask your student to trace over it with a finger and then with a chalk or crayon.



### Materials



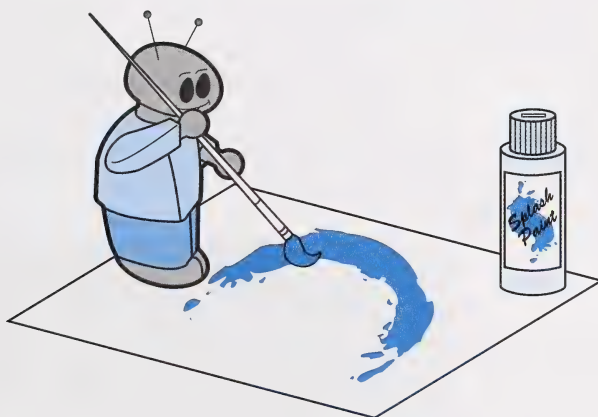
Turn to Thematic Assignment Booklet 1B, and follow the directions to do Day 10: Printing Cc.



## Alternative Activities

If your student is not yet able to print easily on lines, have the child try the following activities:

- Make the letter **c** from rolled modelling clay.
- Paint on unlined paper until more skilled with crayon and pencil.
- Print the letter **c** in cornmeal or salt spread on a cookie pan.
- Form yarn into the **c** shape.
- Make the body into the **c** shape.



Turn to page 49 in *Level A: Modern Curriculum Press Phonics*. With your student, read the poem at the top of the page. Explain the directions, and ask the student to complete the page independently. Check the work for errors before turning to page 50. Complete and check page 50 also.



Label the page with the student's full name and M1D10. Then place it in the Student Folder.

### Music and Movement

**Time recommended: 10–15 minutes**



Today, your student will try **miming**, an old dramatic form that may be new to you both. Miming involves expressing yourself through exaggerated movement and gesture. No speaking occurs. Props are generally imaginary, but you may use a few real items. Mimes act out scenes from everyday life, usually in a comical way. Today, you can explore what it's like to mime.

In the circus, some clowns talk and some clowns mime.

### Miming

You could use a simple costume or paint your student's face to help the child feel like a clown. For some people, simple costuming or face painting provides more freedom from inhibitions. Be sure that any costume does not interfere with movement.



What a lovely clown!



Encourage your student to think of situations to mime. Instruct the child not to speak but to exaggerate movements and facial expressions. Following are a few suggested scenes:

- working at a specific task, such as washing dishes
- cooking
- dancing
- bouncing, tossing, and catching a ball, alone or in pairs
- acrobatics

You could try the clown acrobatics that follow. You may have to adjust the movement to suit the capabilities of your students.

### Tightrope Walking

Stretch a make-believe rope across the floor. Pretend to tie the ends to a chair or table to keep it straight. Walk the “tightrope” by placing the heel of one foot directly in front of the toe of the other. Look down as though from a great height.

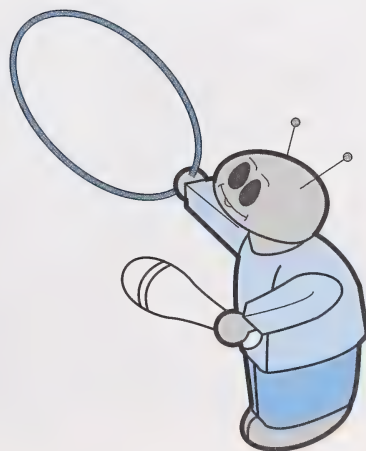
Even though the rope is imaginary, it still takes balance to walk in a straight line. Hold your arms out to the sides for balance. For a daring feat, try walking backwards on the imaginary rope.

### Circus Performers

For this activity, you act as the ringmaster. Announce different performances, and have the student act them out. For example, you could say, “Ladies and Gentlemen! In the centre ring, we have \_\_\_\_\_ (student’s name), riding a beautiful white horse from Arabia. What a spectacular sight!”

Your student could also mime the following movements:

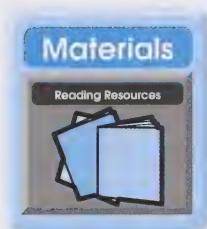
- lion roaring
- acrobat juggling
- monkey climbing
- horse rearing up
- clown riding a bicycle
- elephant with trunk swaying



### Language Arts

**Time recommended: 60 minutes**

#### Reading



Allow your student a few minutes to look through the book *Teddy Bear, Teddy Bear*, paying special attention to the pictures and any words that are recognized. Guide as follows.

Show me a picture you liked.

What is the teddy bear doing in this picture?

Show me another picture you liked.

What is Teddy Bear doing here?

Are there any other pictures you liked?

Let's return to the front and read the book.

Track as you read aloud by pointing to one word at a time. Then have your student stand beside you and read with you. After each page, have the student do the appropriate actions.



**Choral speech** is part of the Grade One curriculum. If there are other children who could join you for this activity, that would be helpful. If not, you could read along to encourage your student's growth in the following skills:

- speaking solo lines
- listening to self and others
- blending one voice with others
- responding to cues given by a leader, such as hand gestures to start, stop, and speak loudly or softly



This teddy bear activity might fit well with your final program plans. You have time for the student to practise and perhaps even memorize it.

## Comparing Clowns

Review How Clowns Become Clowns from Day 9 with the following.

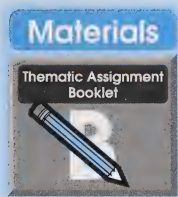
We learned that it isn't easy to be a clown.

A clown must practise difficult tricks.

A clown's face is painted carefully to look the same for every show.

Let's read the article again to help remember other special things about clowns.

Read the article together. Then look back through it to identify things a clown needs—a funny face, hair, clothes, and tricks. Talk about what makes clowns the **same** and **different**.



Turn to Thematic Assignment Booklet 1B, and follow the directions to do Day 10: Clown Web Chart.

## Enrichment (optional)

The poem "Mabel Murple" from the book *Toes in My Nose* can provide practice reading the word **purple**. You could read it now or during Story Time. Introduce it as follows.

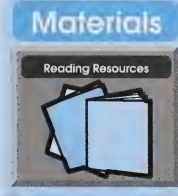
What kind of poem would a clown like?

Yes, a clown would like a funny poem.

A clown might like the poem "Mabel Murple."

You might like it too.

What do you think Mabel Murple's favourite colour is?



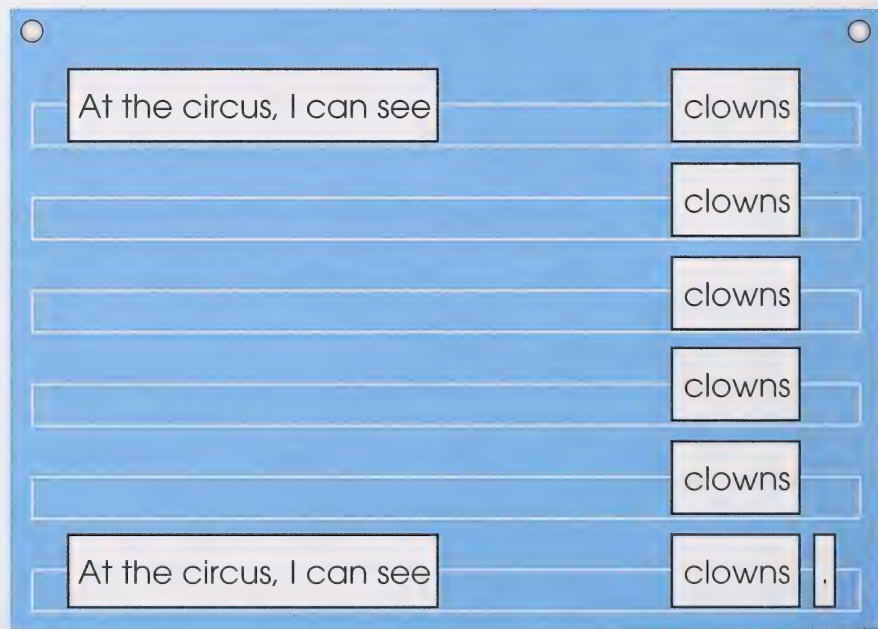
## Day 10 • Clowning Around

### Writer's Workshop

Gather the following materials to help your student make a clown poem in the pocket chart:

- felt pen
- two phrase strips from Day 7 that say, "At the circus, I can see"
- six flash cards with the word **clowns** written on them
- one period card
- six blank flash cards

Arrange the word strips and cards in the pocket chart as shown.



Encourage your student to read the phrases and words with you. Ask the following questions.

What kinds of clowns could you see at the circus?

What words could describe these clowns?



Brainstorm with your student for words to describe clowns, such as the following:

- big clowns
- sad clowns
- silly clowns
- tricky clowns
- funny clowns
- noisy clowns

Print six of the student's words on flash cards. Have the student place these cards in the pocket chart before the cards that say **clowns**. Help arrange the words to create an original poem.

Experiment with order, reading aloud as you try each arrangement. Ask your student to listen to the way the words sound together and choose the order that sounds best. Then say the poem together as you point to each word. Let the student try chanting or reading the poem independently. The student could choose not to use all of the words.

Your finished poem may be similar to the one that follows.

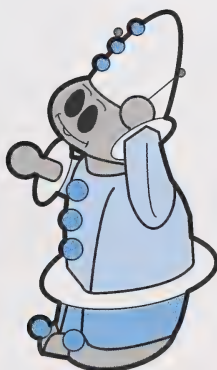
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At the circus, I can see clowns  
big clowns  
silly clowns  
clever clowns  
tricky clowns  
At the circus, I can see clowns.

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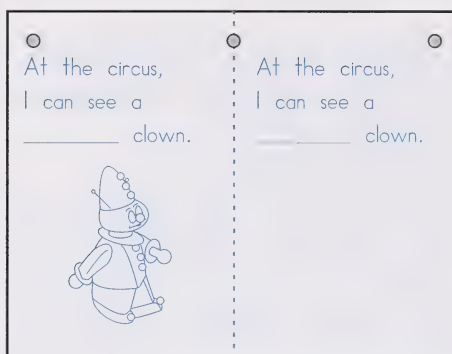
## Day 10 • Clowning Around

Today's writing activity is based on the following pattern sentence.

At the circus, I can see a \_\_\_\_\_ clown.

Fold an unlined paper in half as shown. Have your student copy the pattern sentence at the top on each side of the paper, filling in each blank with a different describing word.

Then ask the student to draw pictures of two different clowns, each illustrating the descriptive word given. See the following example.



### Activities

Teaching Tip:



Encourage all attempts at writing. If your student is writing independently, allow the chance to spell words as they sound. If a word can be read, compliment the effort, even if it is spelled incorrectly. You may need to overlook some errors. Concentrate on a few corrections at a time.

If your student is a beginning writer, you could share the pencil. Have the child watch and listen as you model how to write and describe what you're doing. This is called **modelled writing**.

### Materials

Student Folder



Have your student read the newly created story aloud and then label it with the following information:

- full name
- module and day numbers (M1D10)

Place this sheet in the Student Folder.



## Health and Life Skills

### Time recommended: flexible

Look at *Canada's Food Guide* with your student. Focus on the blue part of the rainbow that shows milk products. Then study the second page to see that two or three servings are recommended for children between four and nine years of age.

Discuss some milk products that could be included in a nourishing lunch. Then describe a lunch that includes at least one food from each of the three food groups studied so far—grain products, fruits and vegetables, and milk products.

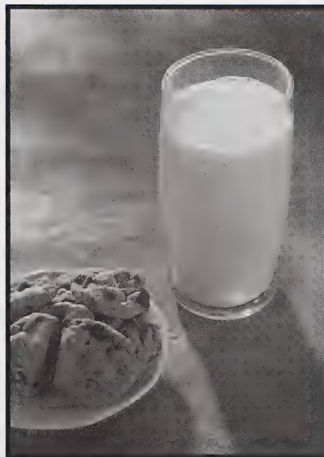
#### Materials

Thematic Assignment  
Booklet



Turn to Thematic Assignment Booklet 1B, and begin to fill in Day 10: Milk Products.

**Discuss the foods your student is  
having for lunch.  
Which food groups are represented?**



Milk and cookies

### Silent Reading

**Time recommended: 5–10 minutes**



Braille is a system of writing where the letters are made of groups of raised dots. People who are blind read it using their sense of touch.

### Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 1, Day 10.

### Project Time

**Time recommended: 50 minutes**

#### Painted Clown

Your student has learned about various clowns and costumes. Now have the student paint an original clown. Provide primary paint colours only. Encourage the child to combine these, two at a time, to make the secondary colours—orange, purple, and green. When the painting is dry, help add details using scraps of fabric, paper, and sewing items, such as buttons, lace, or trim.



## Activities

### teaching Tip



Art is integrated into the Thematic program, and at least one painting project is included in each module.

Encourage experimentation and self-evaluation to develop skill in visual arts. Use tactful coaching and specific praise. For example, say, "A clean brush makes your colours clear and bright" or "Clean your brush like this to give you better colours."

Demonstrate the following techniques:

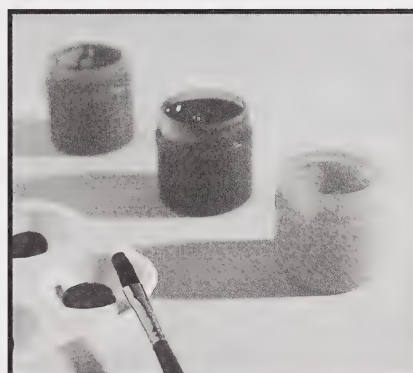
- painting directly without sketching first
- holding the brush and loading it with paint
- applying paint
- combining paint with details such as cut and glued fabric
- cleaning the brush

Today, encourage your student to use

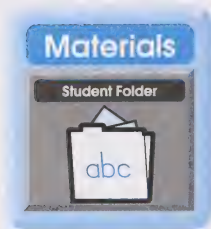
- information known about clowns
- repetition of colours, textures, or shapes
- self-appraisal, when considering how the work may be improved

Provide a large sheet of art paper, and have the child paint a clown that fills the page. When dry, cut out the clown figure and help decorate it with an assortment of scraps, for example, those that follow:

- big clown shoes from fabric
- hair from brightly coloured yarn
- a nose from shiny wrapping paper
- a necktie or a hat from a coloured magazine page



## Day 10 • Clowning Around



Label the back of the painted clown with the following:

- student's full name
- module and day numbers (M1D10)

Display the clown on a door, a bulletin board, or an inside clothesline installed to peg up artwork for show. Displayed artwork is a confidence-booster. Leave it up for several days before adding it to the Student Folder.

### Let's Look Back

**Time recommended: 10–15 minutes**

Think back farther than today. List some final program possibilities, or go back now in search of favourites.

Consider poems, songs, books, plays, puppetry, drawing and writing pieces, jokes, and tricks. Much of the material you have covered is suitable for sharing.

Make decisions now to allow time for rehearsals. Encourage participation by including everyone in planning.

Contact guests and invite them to take part. Make this event as big or small as you like. Celebrations of learning, regardless of size, are very meaningful to students.



### Sharing Time

**Time recommended: flexible**

From your list of program possibilities, choose one or two and begin practising them in preparation for your grand finale.



## Story Time

**Time recommended: flexible**

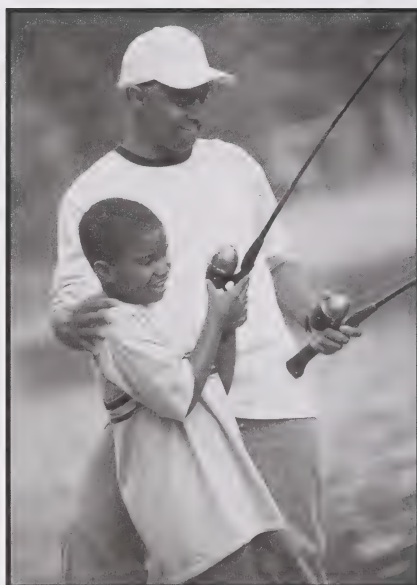


"Mabel Murple" from *Toes in My Nose* might make you laugh.

**You are now past the halfway  
mark of Module 1.  
Keep moving "On with the Show!"**

# What I Can Do

Your student has learned what circus performers can do. Today, you'll see what your student can do, and the student will write about a personal skill. When a child is learning much in a short period of time, it is easy to lose sight of small accomplishments. You may need to remind one another of skills being learned.



New skills take practice.

Emphasize that skills are learned through practice. Discuss the skills being practised in the photos above. Mention that you will practise items for your final program too.

Today's book *What Can You Do?* will remind your student of many personal abilities. For Project Time, you'll choose a new trick or review previous skills that are also suitable for Sharing Time or the program you're working on.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- Thematic Assignment Booklet 1B  
– Day 11: Printing Nn
- *Level A: Modern Curriculum Press Phonics* book, pages 39 and 40
- *What Can You Do?* by Robert and Marlene McCracken

### Music and Movement

- audiocassette *The Orchestra*
- audiocassette player
- videocassette *The Orchestra* and videocassette player (optional)
- recording of the *Carnival of the Animals* by Camille Saint-Saens (optional)

### Health and Life Skills

- *Canada's Food Guide*
- Thematic Assignment Booklet 1B  
– Day 11: Meat and Alternatives

### Silent Reading Time

- favourite reading material

### Math Time

- See Mathematics Module 1, Day 11.

### Project Time

#### Project Choice 1: Clown Performance

- two identical plastic pails
- old newspapers or magazines
- blanket or big coat
- chair
- pitcher of water

#### Project Choice 2: A Little Performance

- favourite projects from Days 1–10

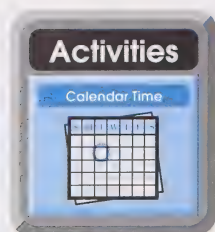
### Let's Look Back

- Thematic Assignment Booklet 1B  
– Day 11: Meat and Alternatives

### Story Time

- mutually chosen reading material
- *The Orchestra* by Mark Rubin and Alan Daniel (optional)





### Calendar Time

**Time recommended: 10 minutes**

Refer to Calendar Time Teaching Notes for suggested activities.

### Focus for Today

Focus on your student's knowledge about and attitude toward **learning new skills**, including the willingness to practise.

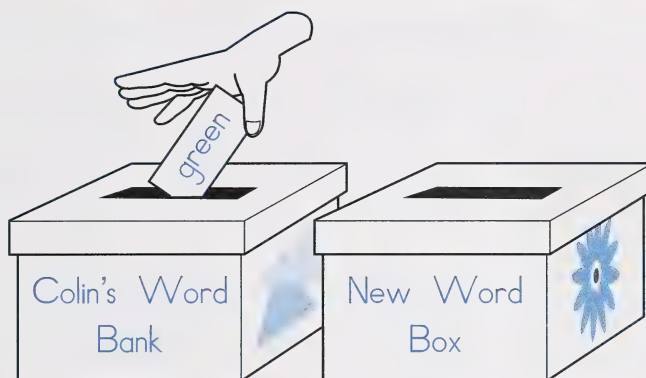


### Language Arts

**Time recommended: 35 minutes**

#### Word Study

Print the words **green** and **do** on coloured flash cards. For each word that your student is able to recognize at a glance without sounding it out, place the card in the personal word bank. Then have the student select two new theme words. Print these on white cards to add to the New Word Box.



If your student requires study to learn the word **green**, then print this word on a chalkboard or paper. Use coloured felt pens or chalk to show the **phonetic** parts of the word—the **gr** blend, the **squiggly ee's**, and the **n**.

gr + ee + n → green

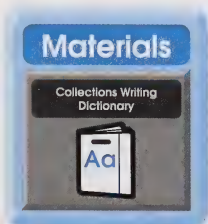
The student may need less analysis for the short word **do**. Point out that **do** is in the same word family as the word **to**. If your student knows words like **so**, **no**, and **go**, mention that they are “cousins” from another word family.

do to

What **do** you want **to do**?

If a word requires further practice, place it in the New Word Box to check later. If the student recognizes the word then, switch the card to the personal word bank.

Add today's new words to the *Collections Writing Dictionary* as well.



### Colours

Use the following script to continue researching secondary colours.



Which two primary colours do you think will mix to make the colour **green**?

What makes you think that? (Accept any reasonable answer referring to the experiments done the last few days.)

Can you show how yellow and blue make green?

Allow the student to prove by some demonstration that yellow and blue make green. For example, the student could use crayons, paints, or food colouring in water.

# yellow + blue = green

### Phonics

Introduce the sound of the initial consonant **n**, using some or all of the following strategies:

- Demonstrate how to make the “n” sound by placing your tongue behind your upper teeth and pressing a finger just under your nose. Slowly say the “n” sound, feeling the vibration both in the upper mouth and under the nose. Say the key word **nose**.
- Say one-syllable words, one at a time, and ask your student to listen for the “n” sound at the beginning of each word. If a word begins with the “n” sound, have your student put a finger under the nose. Try the following words.



<b>no</b>	<b>none</b>	<b>nine</b>
<b>near</b>	<b>nut</b>	<b>nap</b>
<b>sad</b>	<b>road</b>	<b>nose</b>



- Find items in your work area that begin with the “n” sound.
- Say riddles having answers that begin with the letter **n**. Some examples follow.

You’ll find it in the middle of your face.  
(nose)

Squirrels like to store them for winter. (nuts)

It’s the number that comes before  
ten. (nine)

- Recite sentences with many words that begin with the “n” sound. Ask your student to remember and say as much of each sentence as possible. Here are some examples.

Nick has nine new neckties.

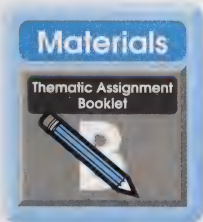


Nice Nora needs nineteen nickels.

## Printing

Print **Nn** on a chalkboard or unlined paper. Ask your student to trace over it with a finger and then with a crayon, chalk, or pencil.

- Find the letters **Nn** on the printing chart.
- Print the letters **Nn** in cornmeal or salt spread on a pan or tray.
- Roll “snakes” from modelling clay and form the letters **N** and **n**.



Turn to Thematic Assignment Booklet 1B, and follow the directions to complete Day 11: Printing Nn.

### Activities

#### Teaching Tip



If printing between lines is still difficult, let your student practise first on unlined paper or a chalkboard. For now, letter formation is more important than printing on lines. When letter formation is mastered and co-ordination improves, printing on lines will be easier.

Offer lined and unlined paper for practice to see which the student prefers. Your student may do better using unlined paper with a base line drawn on it.

### Materials

#### Phonics Book



### Materials

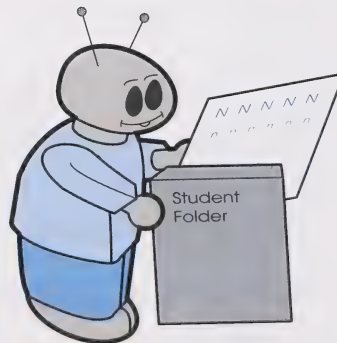
#### Student Folder



Open *Level A: Modern Curriculum Press Phonics* to page 39. Read the poem, and have your student identify words that begin with the letter **n**. Explain the directions, and allow the student to complete the page independently. Check for errors before going on to page 40.

Both pages require discrimination between the sound of the letter **n** and the sounds of other beginning consonants. Your student may need to hear you say the words aloud.

Print your student's name and M1D11 at the top of page 39. Then place the phonics sheet in the Student Folder.



## Music and Movement

**Time recommended: 10–15 minutes**

### Activities

#### Teaching Tip

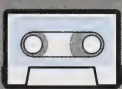


Introduce your student to classical music from the audiocassette *The Orchestra*. Play the tape when you are preparing meals, travelling in a vehicle, or relaxing at home. Refer to the cassette jacket to identify each piece you hear.

Through such exposure, your student will become familiar with the sounds of various instruments and learn to recognize the selections.

### Materials

#### Audiocassette



Insert *The Orchestra* audiocassette, and listen to “Can-Can” from *Orpheus in the Underworld*. Neither encourage nor discourage movement. Point out how the melody repeats loudly and then fades away. There is more to this piece, but the part on this tape serves your purpose today.

The narrator says “Can-Can” makes you want to dance. Perhaps you found it difficult to sit still and listen. You could try dancing the cancan, kicking alternate legs in the traditional movements of this French dance. Then make up your own movements, or try those that follow the next selection.

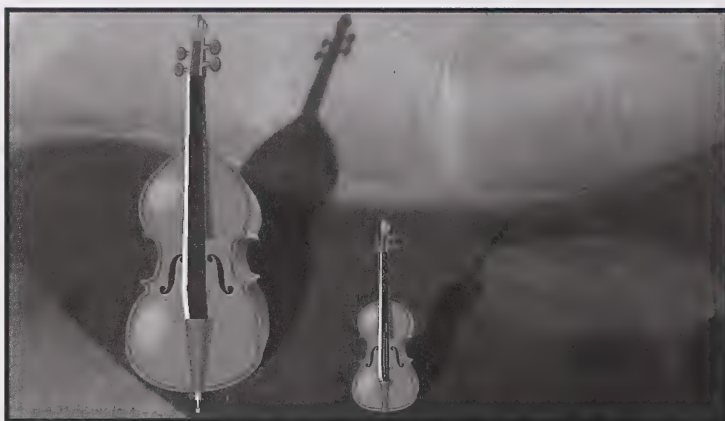


Can you do the cancan?



Next, listen to “The Elephant” from *Carnival of the Animals*. Your student may recognize the piano in this piece. Note the narrator’s comments about the double bass and its sound. Discuss this instrument using the following illustrations and script.

Compare the double bass with the violin.



double bass

violin

Are these instruments alike?

They are both in the string family of musical instruments, but the double bass is much bigger.

The double bass player must stand up to draw the bow across the strings.

This large instrument plays lovely low notes.

Listen for the low notes in “The Elephant” by French composer Camille Saint-Saens.

If you did the cancan for the first exercise, you could try it again to this slower beat. Imagine elephants doing this dance, and try to imitate them. This is funny to think of, as the composer intended.

Experiment with the movements that follow to see which ones suit the music studied today.

### Movement Suggestions

- Skip.
- March.
- Walk tall.
- Glide or skate.
- Gallop and run.
- Move your arms different ways.
- Walk about, and change direction on command.
- Walk around, stopping and starting on command.
- Take big steps, little steps, scissors steps, backward steps.



Gallop to the music.

### Alternative Activity

If you have the videocassette *The Orchestra*, play it today instead of the audiocassette.

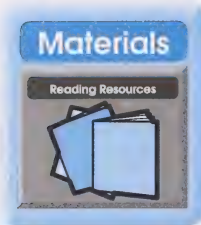
### Enrichment (optional)

If you have a complete version of *Carnival of the Animals*, play it over the next few days to provide more opportunities for movement, learning, and fun.

### Language Arts

**Time recommended: 60 minutes**

#### Reading



Show your student the cover of the book *What Can You Do?* Point out the question mark and mention that the title asks a question. Read the names of the authors and discuss what the person in the picture can do.

Allow time for your student to look through the book. Then discuss the pictures.



Reading pictures is a legitimate **reading cue** for the student. For example, on page 1, the picture and the beginning sounds may help the child make out the word *swing*.

I can swing.

Ask how your student figured out the word *swing*. If the child looked at the picture, reinforce that good

readers do use pictures for cues, but point out that the child can also look at the beginning sounds of words to figure them out.

The whole sentence should make sense or have meaning when the student reads it. Encourage your student to use the following reading cues:

- sight (How does a word look?)
- sound (How does it sound?)
- meaning (Does it make sense?)





Return to the front cover, and ask the child to read the title and then find page 1. Proceed with reading according to your student's reading level. If your student is able to read fluently and accurately, have the child point to each word while reading.

If necessary, review the words **I** and **can** from Day 7. Early readers may be able to decode the rest.

I

can

The first four pages of the book follow a pattern, I can \_\_\_\_\_ . If your student is puzzled by the word **write** on page 4, show that the letter **w** is silent on a chalkboard or paper.

~~w~~rite

Pages 5 to 10 follow the pattern, I can play \_\_\_\_\_ .

By this point your student has a good start to reading the book. Working through a book in this way is called **guided reading**.

## Enrichment

Study a few words from this book by making word families. For example, ask the student to suggest words that rhyme with **can** and **pat**.

<b>can</b>	<b>pat</b>
<b>man</b>	<b>fat</b>
<b>ran</b>	<b>mat</b>
<b>fan</b>	<b>cat</b>

Point out that your student can use reading cues to figure out the words in each family.

### Journal Writing

Your student has learned that entertainers must practise to become good at what they do. Use the following script to discuss skills your student has practised and learned to do well, such as tying shoes, making a bed, or playing a musical instrument.

We talked about circus people.

How do they learn to perform so well? (They practise.)

We discovered that clowns go to school and practise their clown acts.

How do acrobats learn to do tricks so well? (They practise.)

Tell me about one thing that you do well.

This is a good topic for Journal Writing.

Write about it for your teacher.

Ask your student to read the writing to you. If it is not clear, print a dictated sentence on the back of the paper.



Have the student label the assignment with full name and M1D11. Place this sheet in the Student Folder.

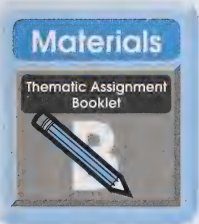
## Health and Life Skills

### Time recommended: flexible

Look at the small arc of the rainbow in *Canada's Food Guide*. It recommends choosing leaner meats, poultry, and fish, as well as dried peas, beans, and lentils more often. The second page defines a serving and suggests eating two to three servings per day.

Today, try to plan a lunch with something from each food group. Include one serving from the meat and alternatives food group.

Meat and alternatives provide protein, which is needed by every body cell. Proteins are called the “building blocks” of the body since they help cells grow.



Turn to Thematic Assignment Booklet 1B, and begin Day 11: Meat and Alternatives.



**Have a good, nutritious lunch.  
The protein you eat will even help  
your brain cells grow.**



## Silent Reading

**Time recommended: 5–10 minutes**




Show your student the value and pleasure of reading as you model reading. Have your student read personally chosen material, such as library books or material covered earlier in this module.

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 1, Day 11.


$$2 + 3 = \underline{\quad}$$

## Project Time

**Time recommended: 50 minutes**

Both choices offer your student a chance to perform.

### Project Choice 1: Clown Performance

This project involves a clown trick. Remind your student that all clowns must plan and practise before performing.

Prepare as follows:

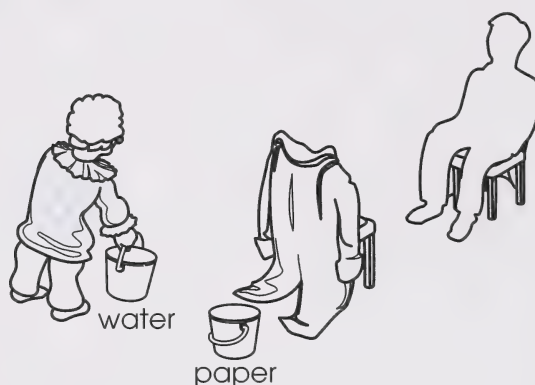
- Find two plastic pails or other containers that look alike. Tear up newspaper or scrap paper into small bits and put it into one of the pails.
- Drape a big coat or blanket over a chair. Hide the pail of paper scraps behind the chair.
- Dress up like a clown and invite others to watch your performance.



## Day 11 • What I Can Do

Perform the trick as follows:

- Place yourself in front of the chair. As your audience watches, pour a pitcher of water into the empty pail. As you pour, spill a little water on the floor.
- Now you can really get into the act! Pretend you are angry about spilling the water. Move around behind the chair with your pail of water. You can cry or get very excited about the water on the floor. Try to make your audience laugh!



- Set the pail of water behind the chair. Pick up the pail with the paper. Come stomping out from behind the chair, and continue to look upset.
- Suddenly, throw the paper pieces at your audience. Pretend you are emptying the pail of water on them. They will jump and have a surprise when they see there isn't any water in the pail—just pieces of paper!

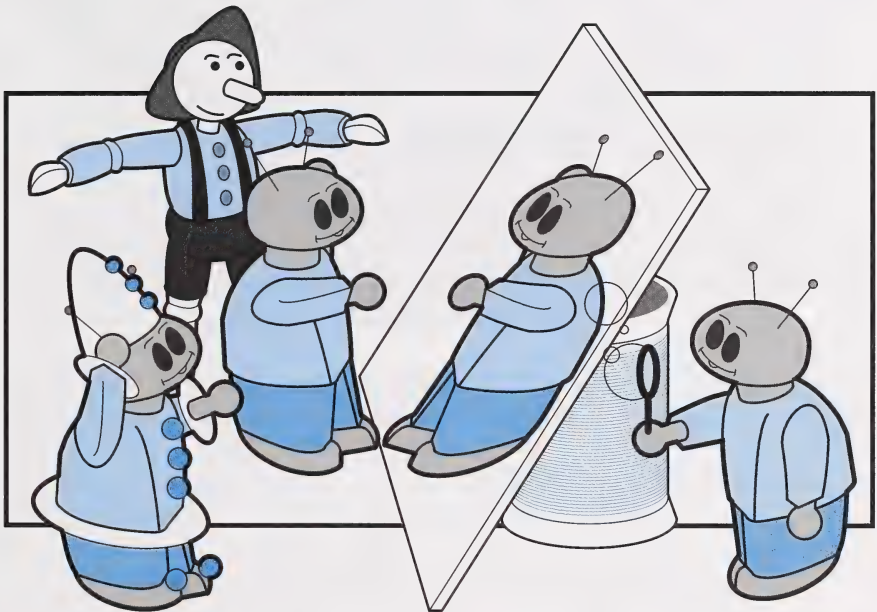




## Project Choice 2: A Little Performance

This project gives your student the chance to demonstrate some new skills for others. The child can practise and then show some activities and projects from this module. For example, your student could plan, practise, and demonstrate one or two activities that the student finds interesting, such as the following:

- Day 1: blowing bubbles and painting with bubbles
- Day 2: experimenting with reflections
- Day 4: acting like a marionette
- Day 10: miming as a clown



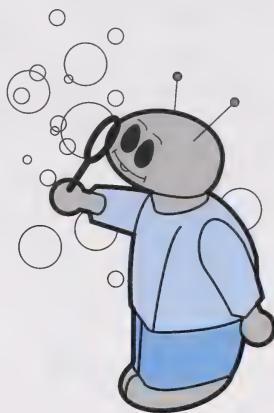
## Sharing Time

**Time recommended: flexible**

Today's activities are ideal for sharing. Consider the following:

- read the book *What Can You Do?*
- read the journal entry
- perform something from Music and Movement
- demonstrate an activity from Project Time

Whenever possible, have others perform as well, so that your student can both share the limelight and participate as an audience member.



### Let's Look Back

**Time recommended: 10 minutes**

Use questions like the following to focus the student's attention on skills acquired by practising.

What did you enjoy most today? Why?

Was practising fun?

Do you have any ideas for making practice even more fun?

What activity from today do you think will take the most practice?

How do you feel about practising that act?

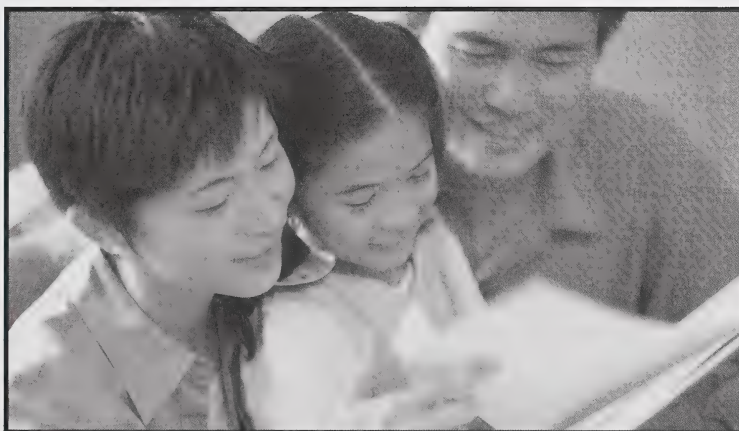


Turn to Thematic Assignment Booklet 1B following your evening meal and snacks, and complete Day 11: Meat and Alternatives.

Help the student plan a good, nutritious breakfast for tomorrow. How many food groups can you work into the first meal of the day? A nourishing breakfast will help the student feel better and even think better.

### Story Time

**Time recommended: flexible**



Share a good book with someone you love.

If you have a copy of the book *The Orchestra* by Mark Rubin and Alan Daniel, you could read the story that the audiotape is based on.

Another short reading you could share is “I Like My Book” in the book *Jump In*.

**Wasn't that a “tricky” day?  
Did you have fun?**



# Don't Be Fooled!

Last day, your student may have tried the clown trick during Project Time. Tricks that do not hurt others' feelings can be fun.

Today during Project Time, the student will learn tricks that amaze an audience. The real trick is to practise until each move is smooth and unhesitating. Your student could perform these tricks during Sharing Time or even your final program.



Students benefit from rereading stories introduced earlier. Today, you'll reread the play "Little Red Hen." If you include this play in your grand finale, you could present it as **readers' theatre**, which you will learn about today. Or, you could present it with memorized lines. Either way, simple props and costumes would enhance your production.

You discussed one food group during each of the last four days. Today, you could prepare a recipe that contains something from each food group. Get ideas in the Health and Life Skills activity.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- Thematic Assignment Booklet  
– Day 12: Printing Bb
- *Level A: Modern Curriculum Press Phonics* book, pages 11 and 12
- “Little Red Hen” from Day 5 of Thematic Module 1A
- lemon juice
- ballpoint pen

### Music and Movement

- sports equipment, such as hula hoop, bouncing ball, trampoline, or paddle and ball
- “I Am a Pizza” from the audiocassette *10 Carrot Diamond* by Charlotte Diamond
- audiocassette player

### Health and Life Skills

- recipe ingredients as suggested in the Nutrition section

### Silent Reading Time

- favourite reading material

### Math Time

- See Mathematics Module 1, Day 12.

### Project Time

#### Project Choice 1: Water Mysteries

- pitcher of water
- 9-cm square of cardboard
- clear drinking glass
- dishpan or sink

#### Project Choice 2: Invisible Picture

- white wax crayon or candle

#### Project Choice 3: The Amazing Loop

- newspaper or adding machine tape

### Sharing Time

- “The More We Get Together” in *Collections: Time to Play*

### Let's Look Back

- Thematic Assignment Booklet 1B  
– Day 12: Learning Log

### Story Time

- mutually chosen reading material



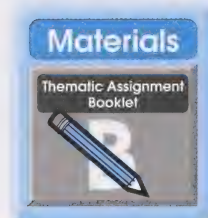
### Calendar Time

**Time recommended: 10 minutes**

Have your student put today's date on the calendar. Help if necessary. By now, you know how independently your student works during Calendar Time, and you can choose activities accordingly.

To finish, arrange word strips in the pocket chart, read the resulting sentence aloud, and add any memos about today's schedule.

### Focus for Today



Today, focus on your student's developing skills in **reading**. Preview Day 12: Learning Log in Thematic Assignment Booklet 1B so you know what to look for.



Reading skill grows and grows!



## Language Arts

**Time recommended: 35 minutes**

### Word Study

The new words are again in a word family. On coloured flash cards, print the words **he** and **she** without saying them out loud. Check your student's ability to read these words without pausing to sound them out. Instant recognition earns the cards for the student's personal word bank.

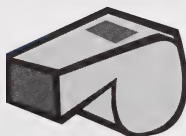
Show that the letter **e** in both words says its own name, a sound called the "long e." Practise the word **she** on a chalkboard or paper by underlining the letter combination **sh**. Refer to this as the "hospital sound," as in the key words and actions guide.

she

Practise putting an index finger to your lips to say, "Sh!"

Check the student's ability to read the new colour word **white**. Use the word **whistle** as a keyword for the letter combination **wh**. Purse your lips as you would to whistle. Then say the word **whistle**.

white



Underline this letter combination on a chalkboard or paper, and point out that the **super e** makes the letter **i** say its own name.

wh + <sup>e</sup>ite → white

**Note:** Remember to print the flashcards without markings. Show the marks elsewhere to help the student remember how the sound and spelling are related.

Have your student observe how often white is seen in clothing, household furnishings, and nature—in snow and clouds, for instance. Post signs with the word **white** on various items to reinforce the student's learning.

### Enrichment (optional)

Have your student add white tempera paint to another colour to make a **tint**. Examples of tints follow.

**tint:** the lighter colour created when white is added to another colour

pure black



tints of black

pure blue



tints of blue

### Phonics

Introduce the sound of the initial consonant **b** with the following strategies:

- The keyword is **baby**. To make its symbol, rest one hand upon the other, palms up. Rock your arms as though rocking a baby. Say the “b” sound and then the word, “b-baby.”



- Say one-syllable words, one at a time. Have your student listen for the “b” sound at the beginning and use the **b** symbol, rocking the baby, each time that sound is heard. Try the following words.

<b>ball</b>	<b>math</b>	<b>bone</b>	<b>bake</b>	<b>tell</b>
<b>bat</b>	<b>bell</b>	<b>send</b>	<b>cook</b>	<b>barn</b>

- Find items in your work area that begin with the “b” sound.
- Say riddles or unfinished sentences with answers that begin with the letter **b**. Use the following examples.

We play soccer with this. (ball)

This yellow fruit is long and thin. (banana)

We like to \_\_\_\_\_ cookies. (bake)

- Recite sentences with many words that begin with the “b” sound. Ask your student to remember and say as much of each sentence as possible. Following are some examples.

Blue birds are beautiful.

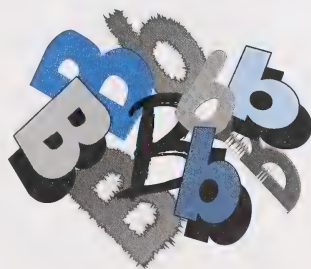
Brenda bought Ben a ball.

Bring some beans and brown bread, Brian.

## Printing

Introduce the letters **B** and **b** with procedures used on other days, plus any of the following:

- Print **B** and **b** several times on large paper using felt pens.
- Print the outlines of **Bb** on cardboard. Glue beans, macaroni, bread ties, wool, fabric, or other small objects onto the letters.





## Day 12 • Don't Be Fooled!

- Cut the letters **B** and **b** from magazines and newspapers, and make a **Bb** collage. Add pictures of things that begin with **b**.



Roll "snakes" from modelling clay and shape them into letters.

### Materials

Home Instructor's Manual



You will find additional suggestions for teaching letter and word recognition and printing in the Printing section of the Home Instructor's Manual. Before the assignment, give your student time to practise the letters **Bb** on a chalkboard, unlined paper, or paper with a base line.

### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 1B, and follow the directions to complete Day 12: Printing Bb.

### Materials

Phonics Book



Turn to *Level A: Modern Curriculum Press Phonics*, page 11. Read the poem and ask your student to point out words that begin with the letter **b**. Explain the directions and have the child complete the page independently. Check for errors before going on to page 12.

Both pages require discrimination between the sound of the letter **b** and the sounds of other beginning consonants. Your student may be familiar with the word for each picture. Say words aloud only as needed. Watch to ensure your student prints letters as described in Thematic Assignment Booklet 1B, Day 12: Printing Bb.

## Materials

Student Folder



Print the student's name and M1D12 at the top of page 11. Then place this sheet in the Student Folder.

## Music and Movement

**Time recommended: 10–15 minutes**

Offer your student three or four choices of sports equipment. Examples are

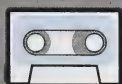
- hula hoop
- bouncing ball
- bean bag
- balance board
- skipping rope
- swing set
- ball, bat, and tee
- paddle with ball attached



Have the student choose one, practise an activity with it for five to ten minutes, and then show it to you. Remind the child of any necessary safety rules.

## Materials

Audiocassette



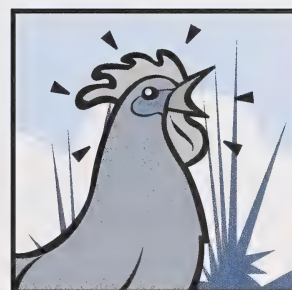
Play an entertaining song as a call back to work. In recognition of a recipe that combines all four food groups, you could sing “I Am a Pizza” from Charlotte Diamond’s audiocassette *10 Carrot Diamond*. Sing it again as an **echo song** while you are preparing your recipe.

## Language Arts

**Time Recommended: 30 minutes**

### Reading

Reread the play “Little Red Hen” from Day 5 of Module 1A, with your student as narrator.



**Echo song:** a song in which the leader sings a line and the others repeat it

## Day 12 • Don't Be Fooled!

Others may take part. Read with expression, and include actions and facial expressions to convey meaning.

To check your student's understanding of the story, discuss each character's actions and attitude with the following questions.

Which character would you like to be in this story? Why?

How do you think Little Red Hen felt when she found the grain of wheat? What does this sign mean? (excitement or surprise) Point to the exclamation mark after the sentence "Oh, look!"

Do you think Cat, Dog, and Pig were being fair to Little Red Hen? Why, or why not?

How do you think Little Red Hen felt when no one would help her?

Was Little Red Hen being fair when she ate the bread all by herself? Why, or why not?

What would you do if you were Little Red Hen?

Does Little Red Hen remind you of anyone you know?

When you think your student has a grasp of the story content, reread the play in a different way. The student could read the animal responses, each in a different voice. A more confident reader might read Little Red Hen's lines.

If you include Little Red Hen in your grand finale, decide on a dramatic form to use—regular drama, puppetry, or **readers' theatre**.

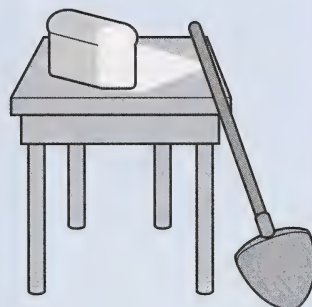


## Activities

### Teaching Tip



Readers' theatre is a dramatic form where actors read lines from a script. There may be some props and a backdrop. "Little Red Hen" could include the following ideas:



- props such as a table, loaf of bread
- anything that might suggest a farm scene as a backdrop, such as a shovel
- simple costumes from paper or old clothing

Readers' theatre showcases human voice as a flexible instrument. Encourage your student to speak in the following ways:

- clearly
- energetically
- expressively
- confidently

Refer to the Appendix of the Home Instructor's Manual for a review of drama terms such as

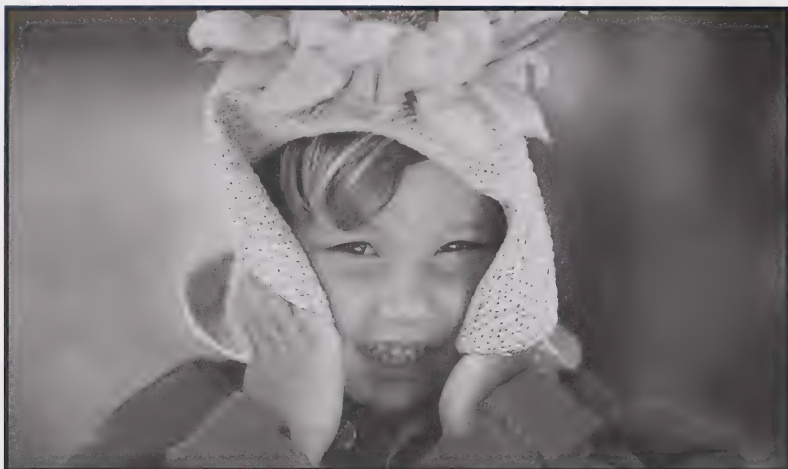
- pitch
- rate
- pace
- intensity
- pause

Actors reading lines must still use face, voice, and body to express mood and emotion. Acting allows the student to develop empathy by imagining the thoughts and feelings of others.

In readers' theatre, time is not required to memorize lines. With a good sense of the story, some students may enjoy ad libbing Little Red Hen's part.

Spontaneous dialogue from children is acceptable and entertaining. Drama specialists recommend this so children are not restricted by a script.

Creativity, problem solving, and personal satisfaction are more important than perfection. The dramatic process is more important than the product.



Little Red Hen could wear a hat and a big red shirt.

### Invisible Journal Writing

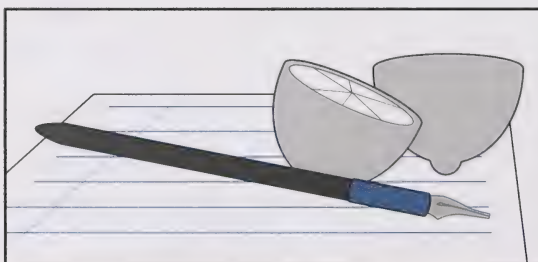
Introduce today's topic on tricks with a science mystery. Say that you will add a bit of mystery to the teacher's job by using invisible ink for today's writing. Use the following script.

We are going to think and read about tricks.

Here is a trick you can play on your teacher.

You can write your journal page in invisible ink!

All you need is lemon juice and a tool for writing, such as a small paintbrush, toothpick, stick, or fountain pen. Explain that if the student draws or writes in lemon juice, the words and pictures will be invisible when dry.



The teacher can decode the story by holding the paper against a warm lightbulb or iron. The invisible writing will then turn brown and reappear. Continue as follows.

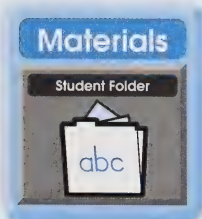
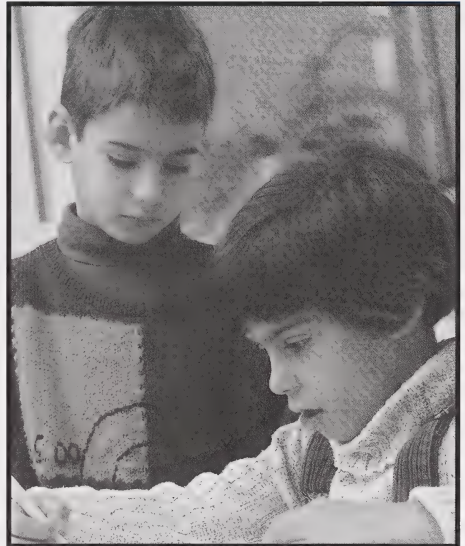
Have you thought of something to write or draw for your teacher with your special ink?

Would you like to tell your teacher about one piece you are practising for the program?

### Alternative Activity

Following is another way to write a disappearing message:

- Fold an unlined paper in half.
- Give your student a ballpoint pen to write a short message on the top flap. Press down hard enough to make an indentation on the paper underneath. Then cut the paper on the fold, and keep the penned message.
- Send the paper with the invisible message to the teacher, who can decode it by lightly pencilling over the indentations. Practise a few words first to be sure this is working for you.



Label the back of the invisible writing page with the student's name and M1D12 so it won't be mistaken for a blank paper. Place the completed assignment in the Student Folder. Now the message is a mystery until the teacher decodes it.

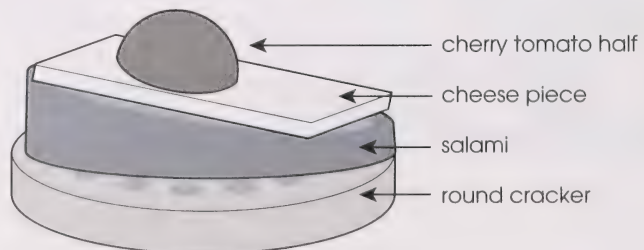


## Health and Life Skills

### Time recommended: flexible

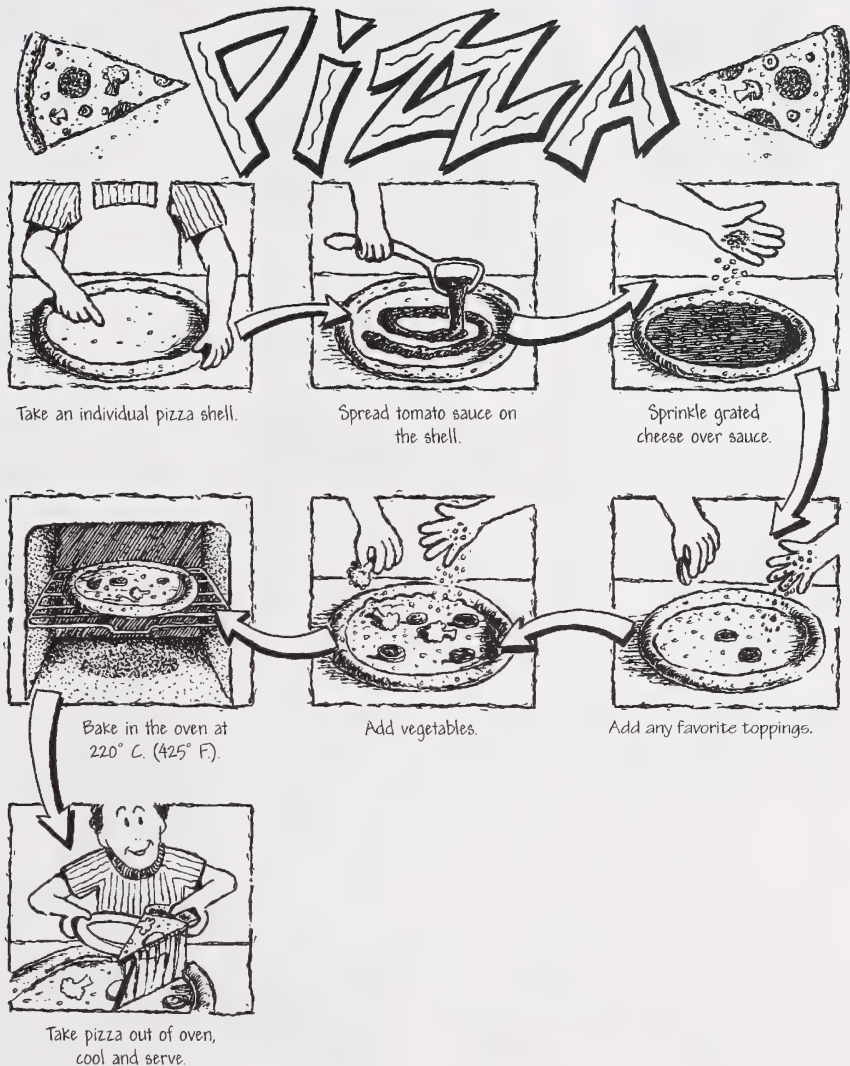
Plan and prepare a recipe that includes something from each of the four food groups. You may have a family favourite that is appropriate. The following table lists possibilities.

Menu Item	Grain Products	Vegetables and Fruit	Milk Products	Meat and Alternatives
Hawaiian pizza	crust	pineapple, tomato sauce	grated cheese	ham
vegetarian chili with bun	bun	tomato, onion, green pepper	grated cheese	beans
pita sandwich	pita bread	lettuce, tomato, cucumber	cheese slices	sliced meat
submarine sandwich	sub bun	bean sprouts, tomato slices	cheese	sliced meat
tuna-noodle casserole	noodles, bread-crumbs topping	chopped celery and onions	white sauce with cheese	canned tuna
taco salad	taco chips	tomatoes, lettuce, salsa, green peppers	grated cheese	ground beef, refried beans
spaghetti with meat sauce	pasta	tomatoes in sauce	cheese topping	ground beef in sauce
"flying saucers"	crackers	cherry tomato	cheese pieces	sliced sausage



**flow chart:** a chart that shows how to do a task step by step

If you plan to make pizza, the **flow chart** that follows may help. You could try listening to music as you make your pizza.



1

<sup>1</sup> A *Balancing Act*, (Calgary: Canadian Cancer Society Alberta/NWT Division, 1995), 14. Reproduced by permission.

### Enrichment (optional)

#### Cooking with Music

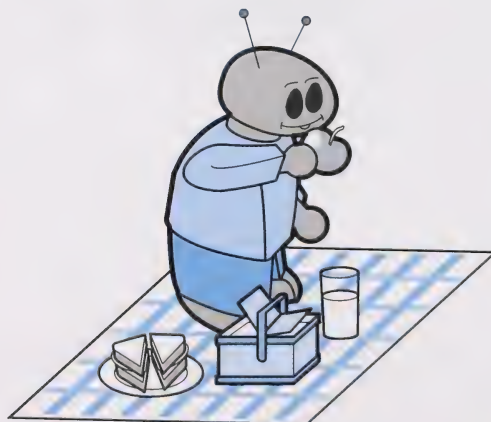


Listen to "I Am a Pizza" on the audiocassette *10 Carrot Diamond*. Point out that Charlotte Diamond sings a line and the children echo her words. Once your student understands how to sing an echo song, rewind the tape and sing along.

Does your student know that pizza originated in Italy? Find Italy on a globe or map. The student may be familiar with other ethnic dishes, such as the following:

- bannock
- won ton soup
- cabbage rolls and perogies

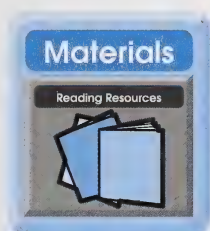
**Discuss your own ethnic background and your family's traditional foods as you eat lunch today.**





## Silent Reading

**Time recommended: 5–10 minutes**



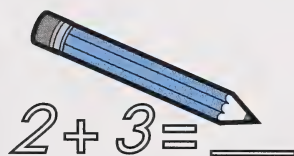
Your student might choose books used so far in this module, such as *One in the Sun*, *What Can You Do?*, or *Teddy Bear, Teddy Bear*. You will also be reading, so remind the student to try to figure out words without asking you.

Remind the student that pictures and beginning sounds might help decode words. If these cues don't help, the student may skip a word and go on. Reassure the student that you will help with the word right after Silent Reading.

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 1, Day 12.



### Project Time

**Time recommended: 50 minutes**

Your student can choose from three short and simple tricks that really work. You may find time to try them all. Plan and practise them now if your student wishes to demonstrate these tricks in the grande finale.

#### Project Choice 1: Water Mysteries

This impressive water trick is a science experiment that demonstrates properties of air and water.

On a table in front of your audience, place a pitcher of water, a 9-cm square of cardboard, an empty drinking glass, and a dishpan. Alternatively, you could do the trick near a sink.

As your audience watches, completely fill the glass with water. Place the cardboard over the mouth of the glass and hold it firmly. Quickly turn the glass upside down over the dishpan or sink. Announce the following to your audience.

I will take away my hand, and the water will not fall out!

Make a grand sweep as you take your hand away from the cardboard and hold the glass upside down with your other hand. Your audience will be impressed when the water stays in the glass, held in place by the cardboard.

**Note:** Practise this activity over the sink at first.



### Project Choice 2: Invisible Picture

Have your student draw with a white wax crayon or candle on a sheet of white paper. Be sure the student presses firmly enough to get wax on the paper.

Provide a thin mixture of tempera paint and water. Have your student paint a wash of colour over the full piece of paper. Use more than one colour if desired. Watch as the wax design resists the paint and shows through. Now you can see the drawing!

Discuss how the wax keeps paint from sticking to the paper. Your student could prepare one or two wax drawings now to paint over and astound others with later.



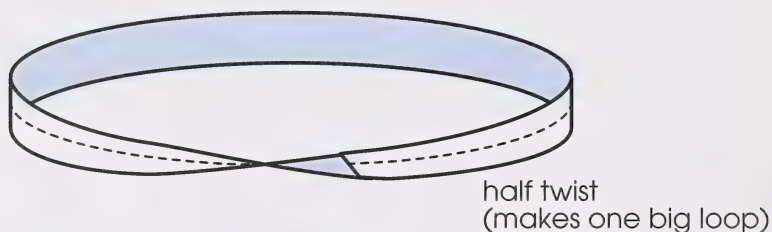
**Note:** Experiment with several pictures to find the right amount of wax and the ideal consistency of paint before demonstrating for others.



### Project Choice 3: The Amazing Loop

Here is a simple trick that your student can practise and enjoy showing others.

Cut a strip of newspaper 5 cm to 8 cm wide and at least 1 m long, or use adding machine tape. Twist one end a half turn before joining the ends with cellophane tape. The secret trick is the twist. The longer your paper loop, the less noticeable the twist will be.



Show the audience a loop you prepared earlier. Cut the loop lengthwise down the middle. As you cut, talk to your audience.

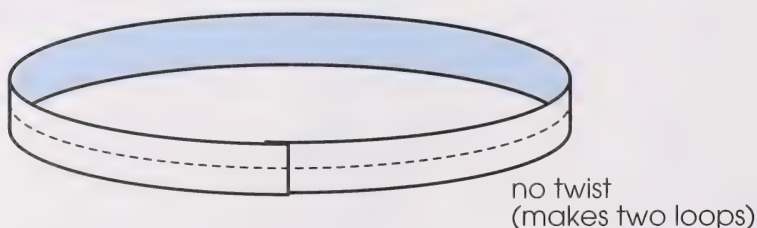
What am I going to have when I finish?

The audience will probably say, "Two loops." But, surprise! With the final snip, dramatically reveal that there is one enormous loop!

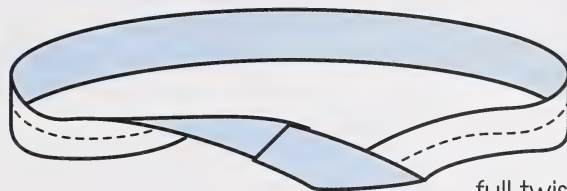
#### Enrichment (optional)

Prepare another long strip of newspaper or adding machine tape. This time, tape the ends together without a twist.

Invite someone from the audience to try the trick. Give that person the loop you prepared without the twist. Tell the person to cut the loop just as you did. Surprise! There are now two loops.



Further amaze your audience by performing the trick again—this time prepare a loop with a full twist. Surprise, there are now two interlocked loops!



full twist  
(makes two loops  
linked together)

### Sharing Time

**Time recommended: flexible**

Today's activities, *Little Red Hen*, tricks, or a reading assignment will be ideal for sharing. Preparing for a big event by performing for a small group tells the student what works and what needs practice.

If you know the tune, you could also sing the folk song "The More We Get Together" from the book *Collections: Time to Play*.

### Let's Look Back

**Time recommended: 10 minutes**

Ask some of the following questions.

What part of the day did you like best? Why?

Is there something you would like your teacher to know about Project Time?

Why do you think it is important to learn to read?

Do you like listening to stories? Why?

Do you enjoy Sharing Time? Why?

## Day 12 • Don't Be Fooled!

### Materials

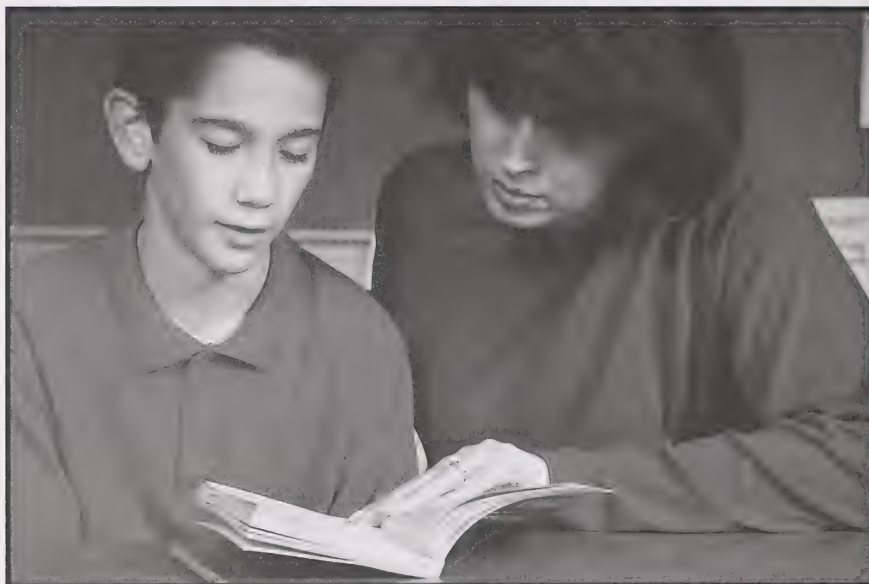
Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 1B, and complete Day 12: Learning Log. Include a comment from your student about the day's activities.

### Story Time

**Time recommended: flexible**



**Congratulations!**  
**You have completed Day 12.**  
**Next day, you will investigate shadows.**



# Shadow Fun in the Sun

Today's activities require bright sunlight or a bright light indoors. If you wish to do these tasks outside and the weather is unsuitable, switch today's plan with that of another day.

Today, your student will experiment with, observe, and read and write about shadows. You will work with poems and words that rhyme.

You could allow your student free time to play with a friend after reading the story "Friends Play." Remind the children to watch how their shadows play.

Have your student search for shadows throughout the day. Study the photos in Day 13 and read the captions.



Where is the shadow?

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- Thematic Assignment Booklet 1B  
– Day 13: Printing Hh
- *Level A: Modern Curriculum Press Phonics* book, pages 15 and 16
- “Friends Play” in *Collections: Time to Play*

### Music and Movement

- camera and film (optional)
- video camera (optional)
- choice of music (optional)

### Health and Life Skills

- *Canada’s Food Guide*

### Silent Reading Time

- favourite reading material

### Math Time

- See Mathematics Module 1, Day 13.

### Project Time

#### Project Choice 1: Shadow Creatures

- strong light source
- bare wall or large sheet

#### Project Choice 2: Shadow Games

- strong light source
- household objects, such as hammer, mug, eggbeater, spatula, or wrench

#### Project Choice 3: Shadow Experiments

- strong light source
- assortment of household items, such as hammer, broom, umbrella, or hat

### Let’s Look Back

- Thematic Assignment Booklet 1B  
– Day 13: Learning Log

### Story Time

- mutually chosen reading material



## Calendar Time

**Time recommended: 10 minutes**

Ask your student to write today's number on the calendar and tell you the day of the week. Your student may have some questions about the calendar.

Read the following poem aloud.

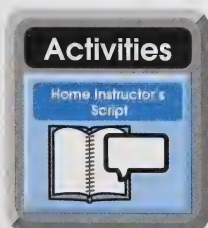
### Weather

Cloudy  
Rainy  
Snowy  
Or Sunny!  
What is the weather today?

Gloomy  
Sloppy  
Icy  
Or Balmy!  
What is the weather today?



Discuss the poem. Does your student know that **balmy** means mild or gentle? Continue as follows.



What other kinds of weather could we add to the poem? (foggy, drizzly, sleety)

What other words describe the weather? (cold, wet, hot)

Decide on the appropriate weather symbol for today, and add it to your calendar.



## Day 13 • Shadow Fun in the Sun

Arrange the Calendar Time word strips in the pocket chart, or write the calendar sentence on the chalkboard or a paper.

### Focus for Today

#### Materials

Thematic Assignment Booklet



Today's focus is on **science**. Is your student curious, observant, and knowledgeable about shadows? Turn to Thematic Assignment Booklet 1B to preview Day 13: Learning Log.



Why is the man's shadow shorter than he is?

### Language Arts

**Time recommended: 35 minutes**

#### Word Study

Set out your word boxes. Ask your student to read the words from the personal word bank. If any words are not easily recognized, put those into the New Word Box.

Continuing the word family from Day 12, print the words **be** and **me** on coloured flash cards. Check the student's ability to instantly recognize the words. If further study is needed, refer to last day's activities and use a similar approach.

Show that you now have four members in this word family.

he she be me

Ask the following questions:

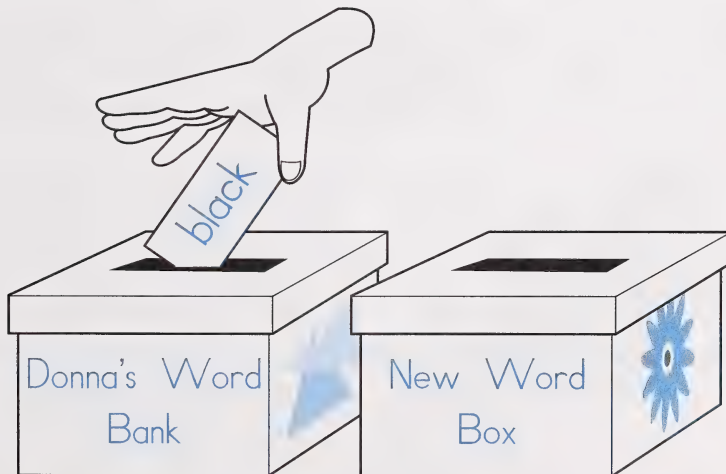
Can you think of one more word that could join this word family? Accept any reasonable answer.

Do these words rhyme?

be he she me we

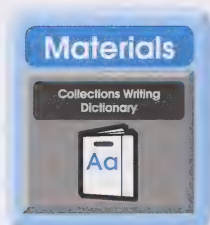
Today's colour word is **black**. Write it on a flash card and teach it to your student.

Point out the consonant blend **bl**, the "short a" sound, and the letter combination **ck**.



bl + a + ck → black

If your student readily recognizes these words, select one or two theme words to study. Print these on white flash cards and place the cards in the New Word Box.



Add today's new words to the *Collections Writing Dictionary*.

### Enrichment (optional)

#### Tints and Shades

Demonstrate that adding a bit of black paint to another colour makes the colour darker.



For example, adding a bit of black paint to blue brings out a darker shade of blue. Adding white paint to a colour produces a **tint**; adding black paint to a colour produces a **shade**.

**Note:** In general, art teachers would discourage the addition of black to make shades for young painters, as this tends to make colours look “muddy.”

#### Phonics

Introduce the sound of the initial consonant **h** with the following strategies.

- If possible, run on the spot until your heart rates increase noticeably. With one hand over your heart, say “h-h-h” for the sound of the letter and for the key word **heart**.

h	<b>heart</b> 	Place one hand over your heart. You could add drama by running on the spot first to increase your heart rate.	
---	---	---	---



- Recite a list of short words that begin with the “h” sound. When the student hears the “h” sound, have the child show this by placing a hand over his or her heart and saying the “h” sound. Try these words.

<b>horse</b>	<b>hat</b>	<b>fast</b>	<b>head</b>	<b>pull</b>
<b>heart</b>	<b>move</b>	<b>have</b>	<b>ten</b>	<b>hen</b>

- Find items in your work area that begin with the “h” sound.
- Say riddles or unfinished sentences that must be answered with words that begin with the letter **h**. Following are a few examples.

When you are not sad, you are \_\_\_\_\_.  
(happy)

You can ride this animal. (horse)

You pound nails with this tool. (hammer)

This is a greeting. (hello, hi)

- Think of sentences with many words that begin with the sound of “h”. Ask your student to remember and repeat as much of each sentence as possible. Following are some examples.

Hello, how are you?

The happy hippo has a  
huge head.

Hang his hat high.

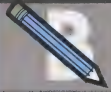


### Printing

Introduce printing **H** and **h**, and proceed as you have in previous days. Allow time for practice as needed. If your student does better on unlined paper with a base line added, that is fine.

#### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 1B, and follow the directions to complete Day 13: Printing Hh.

#### Materials

Phonics Book



Turn to *Level A: Modern Curriculum Press Phonics* book, page 15. Read the poem and explain the directions. Ask your student to complete the page independently, saying each word aloud. Check for errors before going on to page 16. Supply words only as needed.

Have the student's full name and M1D13 printed at the top of page 15. Then place the phonics sheet in the Student Folder.

#### Materials

Student Folder



### Music and Movement

**Time recommended: 10–15 minutes**

If it is a sunny day, take a movement break outdoors. Encourage the student to observe shadows while running, jumping, skipping, bending, or waving.



Show off your shadow!

## Enrichment (optional)

Take photographs or video recordings that show the student's shadow during movement time. These will serve later as a review for the study of shadows.

Play music outside for another dimension of movement activities. Your student will see that shadows move in time to music, also.

## Language Arts

**Time recommended: 30 minutes**

### Reading

Turn to the book *Collections: Time to Play*, and open to the Contents page. Have your student run a finger down the list to locate the story "Friends Play." Proceed with guided reading as follows.

What page is the story on?

Turn to that page.

This story has two boys in it. Their names are Christopher and Gui.

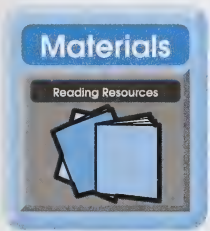
Look at the pictures. What are the boys doing?

Allow time for your student to study the pictures. Then close the book and ask the child to tell the story. Is your student able to recall three, four, or five things the boys like to do together?

Open to page 5 again, and have the student read as independently as possible. Guide as follows, without supplying each word for the child.

How do you tell people your name?  
(My name is \_\_\_\_\_.)

That's what Christopher is saying.





Point to each word as you read.

My name is Christopher.

Provide the word **Christopher**. It is not necessary for the student to sound out words with several phonetic challenges. Continue with page 6 as follows.

Look at this picture.

Do you think these boys like to be with each other?

How do they show that they like being with each other?

Here, Christopher tells about his friend Gui.

Let's read this page.

Remind your student that the word **we** is a member of the word family **he, she, be, me**.

The word **sometimes** may be new. If so, you could read page 7. Point out that pages 7 to 11 begin with a sentence pattern.

Sometimes we like to \_\_\_\_\_.

Encourage your student to read these pages independently. Suggest the following strategies as needed:

- tracking
- following the sentence pattern
- sounding out letters, particularly beginning sounds
- observing picture cues

After reading the story once, study the **super e** words. Print them on a chalkboard or paper, removing the **s** from plurals.

like

ride

bike

kite

Point out that the word **sometimes** has two beats, or two **syllables**. Show it as follows.

Sometimes

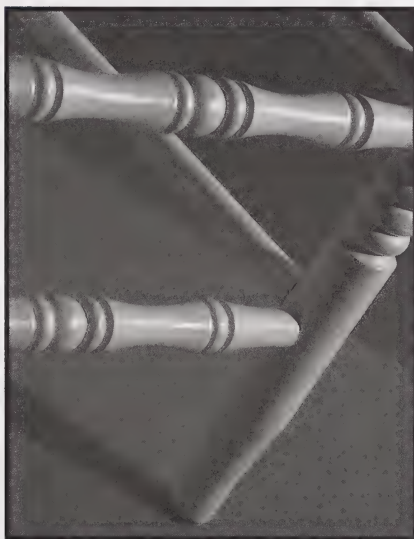
Have the student reread the story. Help as needed. Then ask a question.

Why is the word **nothing** in bold? (emphasizes that sometimes it's fun to do nothing)

### Enrichment (optional)

#### Shadow Search

Suggest that your student and a friend go on a shadow search as they play today.



Search for shadows.



Look inside and outside.



### Shadow Rhymes

Read these verses aloud.

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### Moving Shadows

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Shadows small,  
Shadows tall,  
See them dancing  
On my wall.

Crouch down small.  
Jump up tall.  
See them bending.  
Watch! Don't fall.

---

---

Ask if your student knows the quotation “Mirror, mirror on the wall. Who’s the fairest of them all?”



Then try a new version.

Shadow, shadow on the wall.  
Who's the tallest of them all?

## Writer's Workshop

**Time recommended: 30 minutes**

### Pattern Poems

Following are some **pattern poems** to help your student learn how to write rhyming poetry. Read them aloud and choose one for the student to copy.

If your student is not ready to copy a poem, you could print the chosen pattern on a sheet of paper. Then help your student select line endings or create original phrases that suit the poem.

Encourage a drawing to illustrate the finished poem.

Shadow, shadow \_\_\_\_\_,  
(in the street)  
(on the wall)

I see a shadow \_\_\_\_\_.  
(that is neat)  
(in the hall)

A shadow can be very big.  
A shadow can be small.  
But shadows that \_\_\_\_\_  
(are just my size)  
(can jump like me)  
(stay close to me)

Are the best of all.

## Day 13 • Shadow Fun in the Sun

A shadow is a copy cat.  
It does the things I do.

When I \_\_\_\_\_,

(catch a rubber ball)

(jump and run about)

My shadow does it, too.



Have the student label the back of the completed poem with full name and M1D13. Then place the work in the Student Folder.

### Enrichment (optional)

If your student is confident enough to create an original poem, be sure to encourage this interest.

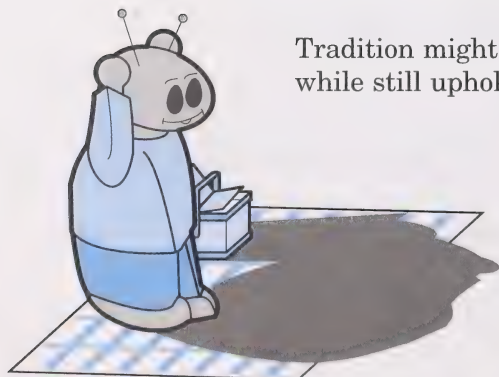
### Health and Life Skills

#### Time recommended: flexible

Have you planned a menu for your grand finale? If not, do so today. The Home Instructor should make the final decisions, but include your student in discussion and planning, so the child takes more responsibility for this event.

Refer to *Canada's Food Guide* and apply what the student has learned so far by considering the nutritional value of foods you suggest. For example, vegetables and dip are more nutritious than chips, yet are just as popular. Include family favourites like ice cream, as well.

Tradition might also play a part. You could start new food traditions while still upholding old ones.



**It must be time for lunch.  
What does your shadow  
look like at this time  
of day?**

## Silent Reading

**Time recommended: 5–10 minutes**

Find a quiet spot and a good book. It's time to read!



## Math Time

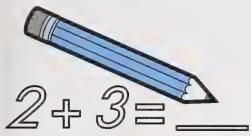
**Time recommended: 45 minutes**

Proceed with Mathematics Module 1, Day 13.

## Project Time

**Time recommended: 50 minutes**

Remind your student to help gather and put away materials. Any of these project choices would be suitable for your final performance.





### Project Choice 1: Shadow Creatures

You need a strong light source set up by a blank wall or a sheet hung in a doorway. This would also work outdoors on a sunny day.

As your student experiments, talk about what makes the shadows turn out the way they do. Observe your student's participation so that you can comment later in Day 13: Learning Log.

#### Full-Figure Shadows

- Try making your own shadow larger or smaller.
- Create a strange shadow creature with someone else.



#### Hand Shadows

- Create various animals using one or both hands.
- Create more than one shadow creature at a time. Use more than one light source or use both hands.
- Make your shadows perform circus stunts.



### Project Choice 2: Shadow Games

Start with these and then invent your own games, perhaps variations of Shadow Tag. Make a note of your student's experiments and observations, so you can comment later in Day 13: Learning Log.

#### Shadow Tag

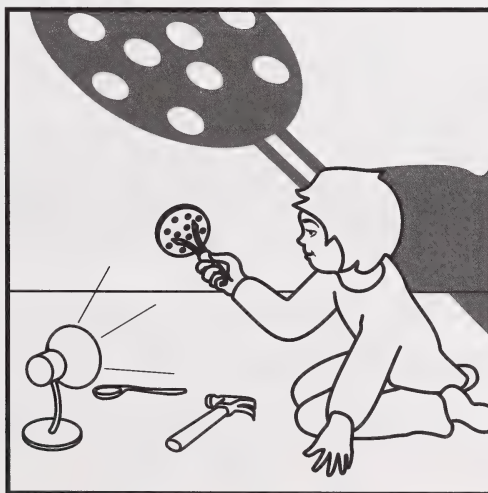
This game should be played outdoors and is fun with a group of players. The chaser, or "It," has to chase and then step on another person's shadow. Then that person becomes "It".

Vary the game by making "It" touch another's shadow with "It's" own shadow. Will it be fair to hide in the shade? You can decide! Isn't shade just a shadow anyway?

#### Mystery Object

This is a shadow guessing game that can be done indoors using sunlight or another strong light source. Two or more people can play.

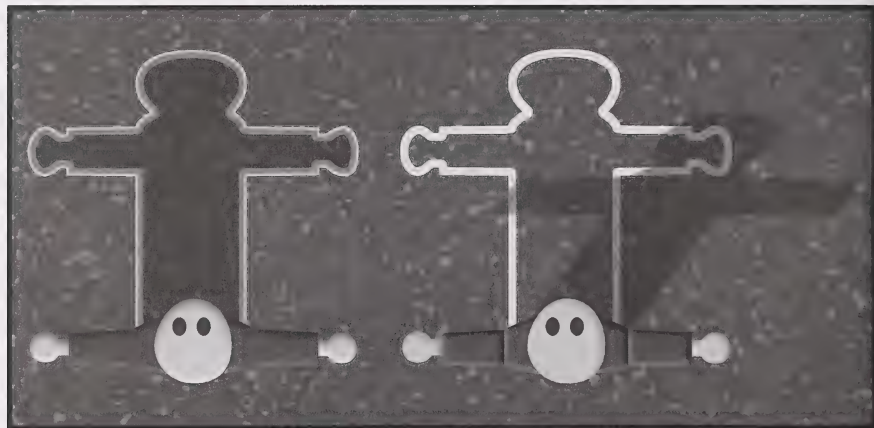
Gather an assortment of household objects, such as tools or kitchen utensils. See if other players can guess what you are holding by looking only at the shadow of the object. If possible, the performer should work from under a table or behind a low partition, so the guessers cannot see the mystery object.



### Project Choice 3: Shadow Experiment

For best results, choose a sunny day to try this project. Experiment to compare shapes and sizes of shadows.

Look outside for two or three shadows, and trace the length and width of each one with a marker, such as chalk, a rock or a stick. Later in the day, see if the shadows still fall within the lines you marked. Discuss any differences, and encourage your student to think of what caused the change.



### Sharing Time

**Time recommended: flexible**

Your student could share the illustrated poetry from Writer's Workshop or some shadow techniques from Project Time.

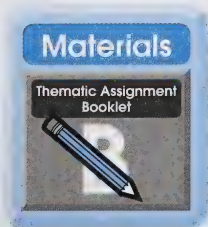
Remind the student that Sharing Time is an opportunity to find out what others are doing as well.



### Let's Look Back

**Time recommended: 10 minutes**

Encourage your student to share observations about shadows. Does the student have anything to ask or tell the teacher about today's activities?



Turn to Thematic Assignment Booklet 1B, and complete Day 13: Learning Log. Add any extra comments that you or the student have on today's shadow activities.

### Story Time

**Time recommended: flexible**



**You and your shadow are moving  
right along. You will look at  
shadows again  
on Day 14.**

# Shaping Shadows

Shadow exploration continues today. At Reading time, you'll read one of Aesop's fables, *The Dog and His Shadow*. This story tells about shadows while teaching a lesson about life.

During Music and Movement, your student can play more with shadows. During Project Time, the student can make either puppet shadows or people shadows.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 13 and 14

### Music and Movement

- sunny day or strong light source, such as a slide projector
- *Teddy Bear, Teddy Bear* by Robert and Marlene McCracken

### Health and Life Skills

- sandwich ingredients (optional)

### Silent Reading Time

- books, magazines, or other favourite reading materials

### Math Time

- See Mathematics Module 1, Day 14.

### Project Time

#### Project Choice 1: Puppet Shadows

- cookie cutters (optional)
- wooden craft sticks
- bright light
- “Make a Puppet” in *Slide In* (optional)
- paper lunch bags (optional)

#### Project Choice 2: People Shadows

- bright light
- bare wall or sheet to hang in doorway

### Story Time

- mutually chosen reading material
- “My Shadow” by Robert Louis Stevenson, included at the end of Day 14 (optional)





## Calendar Time

**Time recommended: 10 minutes**

Do your normal calendar routine. Write today's date on the calendar, talk about today's weather, and add the weather symbol. Discuss the seasons of the year and the current season.

Look back at the weather symbols on your calendar, and talk about the changes you have seen. Mention other signs of the season, such as changes in the following:

- plant growth
- daylight hours
- animal activity
- the kind of clothing worn
- temperature and precipitation

## Focus for Today

Today, consider your student's progress in **listening**. Does the child listen closely to and understand stories, videos, and directions?

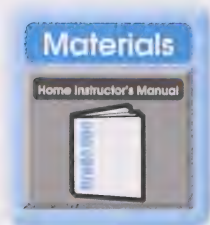
## Language Arts

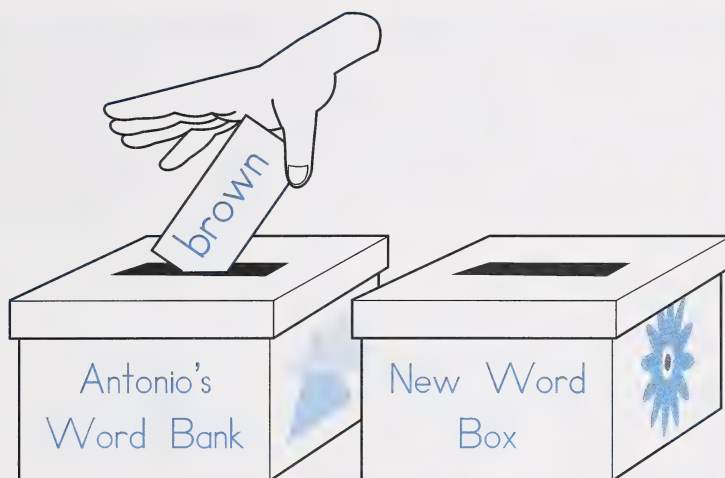
**Time recommended: 35 minutes**

## Word Study

On coloured flash cards, print the words **the** and **brown**. Does your student recognize the word **the** well enough to put the card directly into the personal word bank? Because of its different ending sound, this word is not as predictable as the words **he**, **she**, **be**, and **me**.

The word **the** tops high-frequency charts as the word most often seen in print. See the High-Frequency Word List in the Appendix of the Home Instructor's Manual.

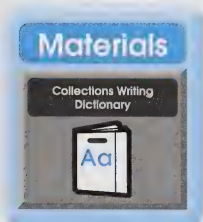




Check your student's recognition of the word **brown**. Instruct as necessary. The following word markings may be helpful.

br + ow + n → brown

The letters **ow** are associated with the “slap sound.” Have the student slap a knee while saying “ow” as a stretched-out sound.



Continue to add any new words to the *Collections Writing Dictionary*.

### Enrichment (optional)

To demonstrate the importance of the word **the**, have your student count how many times it appears in a paragraph, a short book, or a particular page of text.

## Phonics

Have your student make a chart to review the beginning consonants **s**, **t**, and **b**. Fold an unlined loose-leaf paper into thirds. Head each column with **Ss**, **Tt**, or **Bb** as shown below.

$S_s$	$Tt$	$Bb$
-------	------	------

Ask your student to do the following:

- Say the name of each letter and the sound it makes.
- Look around your learning area to find items that begin with each sound in turn.

As the child names objects, share the pencil to print the word for each item in the appropriate column of the chart. Let the student print simple words while you print the rest.

It is not necessary to submit this assignment.

Show the student that these sounds can also be used at the ends of words, by printing examples such as the following.

Words ending in <b>s</b>	Words ending in <b>t</b>	Words ending in <b>b</b>
mess	but	tub
bus	foot	sob



## Materials

Phonics Book



Open *Level A: Modern Curriculum Press Phonics* to page 13. Read the directions at the top of the page. Note that the sound of the letter **w** is included on this page.

Review the “w” sound briefly, using the word **water**.

w

water



Form the word **water** in sign language. Begin with the right hand letter **w**, as shown. Then touch the index finger of your **w** hand to your mouth a few times to indicate drinking water.



Today’s exercises call for discrimination among the review sounds. Is the student able to do this activity without hearing you name the pictures? Check your student’s work on page 13 before going on to the game activity on page 14.

## Materials

Student Folder



Have your student print the following on page 13:

- full name
- M1D14

Place the phonics sheet in the Student Folder.

## Activities

Teaching Tip



When you check the phonics work, have the student correct any errors, and then re-mark with a different-coloured pen. This way, the student gets immediate feedback, learns effective work habits, and shows the teacher how well concepts are being learned.

### Printing

Depending on the student's level of development in printing, provide either a blank or lined sheet of paper. Your student may do better with a blank sheet on which you have drawn base lines. Ask your student to print three or four of each of today's letters—**Ss**, **Tt**, and **Bb**.



Have the student print the following on the back of this sheet and then insert it in the Student Folder:

- full name
- M1D14

### Music and Movement

**Time recommended: 10–15 minutes**

During this activity, watch how your student listens to and follows directions.



Shadow play allows children to learn about light and shadows while also moving about. It is best done outdoors on a sunny day, but you can use a strong light to cast a shadow indoors. Begin as follows.



Stand so that your shadow is in front of you.

Stand so that your shadow is behind you.

Shake hands with your shadow.

Touch your shadow on the head.

Try to cover your shadow.

Can two of you make your shadows shake hands without really touching hands?

Try hiding your shadow.

Try losing your shadow.

Try jumping on your shadow.

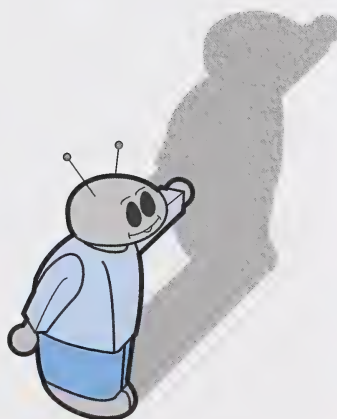
## Materials

Reading Resources



Reread the book, *Teddy Bear, Teddy Bear*. Track the words so the student is aware of the text. Have the student do the actions and say the words. See how the student's shadow performs during these actions.

If you are including *Teddy Bear, Teddy Bear* in your grand finale, practise it now. Will it be a solo act, a duet, or choral speaking? If you know the tune for *Teddy Bear, Teddy Bear*, sing it now. Make up a tune or chant the words if you are not familiar with the melody.



## Enrichment (optional)

If your student is particularly fond of *Teddy Bear, Teddy Bear*, you could read the following good-night verse to this poem.

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**Teddy bear, teddy bear,  
Climb upstairs.  
Teddy bear, teddy bear,  
Say your prayers.  
Teddy bear, teddy bear,  
Turn off the light.  
Teddy bear, teddy bear,  
Say good night.<sup>1</sup>**

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<sup>1</sup> Robert McCracken and Marlene McCracken, *Teddy Bear, Teddy Bear* (Winnipeg: Peguis Publishers Limited, 1989). Reproduced by permission.



## Day 14 • Shaping Shadows

As a further challenge, have your student create original lines for *Teddy Bear, Teddy Bear*. Point out that every second line rhymes. For example, **upstairs** sounds like **prayers** and **light** sounds like **good night**.



### Language Arts

**Time recommended: 60 minutes**

#### Reading

**fable:** a story that teaches a lesson and is often about animals that speak and act like people

Today's story, "The Dog and His Shadow," is a **fable**. You will read this story aloud to your student. This is called **modelled reading**.

**Note:** The student is not expected to read this story, because its reading level is beyond that of Grade One.

### Activities

#### Teaching Tip



Read regularly to your student to enrich the child's literary experience. Following today's story, you could search out a child's book of Aesop's fables and expose your student to more of the wisdom of Aesop, which is more than 2000 years old.

When you read aloud to your student, you model reading skills. Modelled reading also provides the following benefits for the student:

- shows that reading is enjoyable and informative
- gives meaning and interpretation to text
- encourages the student to create mental images
- strengthens your relationship with the child
- provides ideas and concepts within your student's level of understanding but beyond the child's reading abilities

### Materials

#### Home Instructor's Manual



For more information on a balanced reading program, refer to Reading in the Language Arts section of the Home Instructor's Manual.

Introduce the fable as follows.

This story was first told hundreds of years ago by a clever man named Aesop.

Aesop told stories called fables.

A fable is a story that teaches a lesson about life.

Point to the title of the story.

This story is called *The Dog and His Shadow*. What does that tell us about the story? (Accept any reasonable answer.)

You can make pictures in your mind as you hear the story.

First, get a picture of a dog in your mind. Now listen closely to the story.

Track the text as you read the story with expression.

### **===== The Dog and His Shadow =====**

**One sunny day, a dog was crossing a bridge over a river. The dog carried a big bone in his mouth. As he crossed the bridge, he saw his shadow in the water.**

**“Oh look! That dog has a bone that is bigger than mine,” he thought. He opened his mouth to fight for the bigger bone. His bone fell into the water. Splash! Now where was that other bone—the really big one?**

**That, too, was gone! Sadly the dog turned and went home without either bone.**

---

Ask your student to retell the story in his or her own words.





The dog was confused about his shadow.

Let's think about shadows to understand what happened.

How is your shadow the same as you? (It moves at the same time. Sometimes it has the same shape.)

How is your shadow different from you? (It takes different shapes and sizes. It does not show details like mouth, eyes, or colours.)



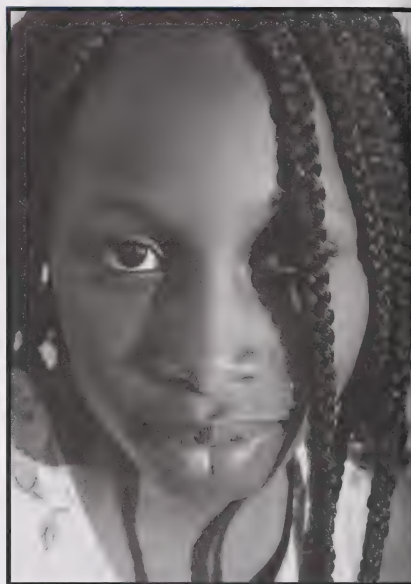
## Day 14 • Shaping Shadows

To help the student understand the story, continue as follows.

Look at these pictures of shadows.



What is your shadow doing today?



Can you see through a shadow?

What does your shadow do when you run, jump, turn around, or stand still?

Reread the story. Ask the student to listen carefully to figure out the lesson Aesop was teaching. Discuss the moral or lesson in your own words, so it is meaningful to the child. Suggestions follow:

- Be happy with what you already have.
- Don't be greedy, or you could end up with nothing.
- Don't take something that belongs to another.

## Journal Writing

Begin a discussion on shadows with the following questions:

What do you like about working with shadows?

What have you learned that is new?

What else would you like to know about shadows?

Ask your student to draw and write about shadows and then read or tell about the picture.



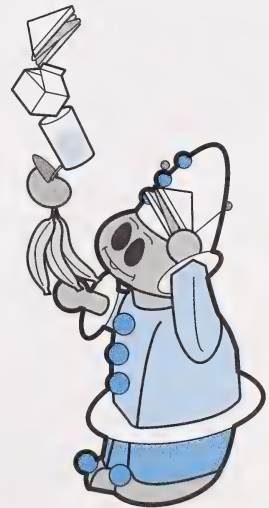
Have your student print full name and M1D4 on the back of the page before placing it in the Student Folder.

## Health and Life Skills

### Time recommended: flexible

Choosing the right foods from the four food groups is a balancing act. Just as an acrobat or a clown needs balance for certain acts, you need balance in the foods you eat.

Refer to the Health and Life Skills part of Day 12 to see the flow chart on making pizza and the chart with suggestions for various sandwiches. Plan your lunch with balance in mind. You could gather ingredients and prepare some sandwiches together.

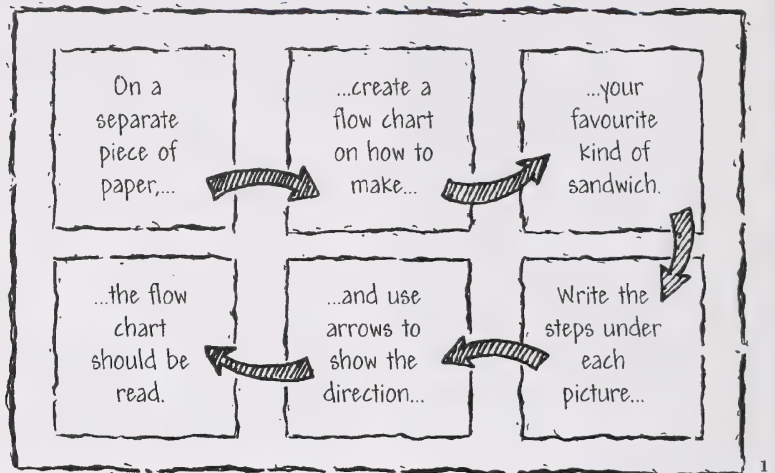




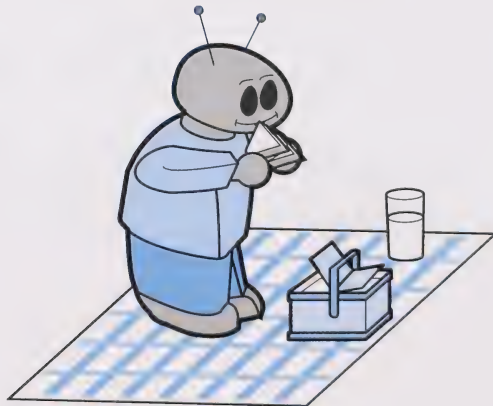
### Enrichment (optional)

Have your student prepare a flow chart about making a favourite sandwich. Use a format similar to the one that follows. It is not necessary to send in this activity.

### Sandwich Flow Chart



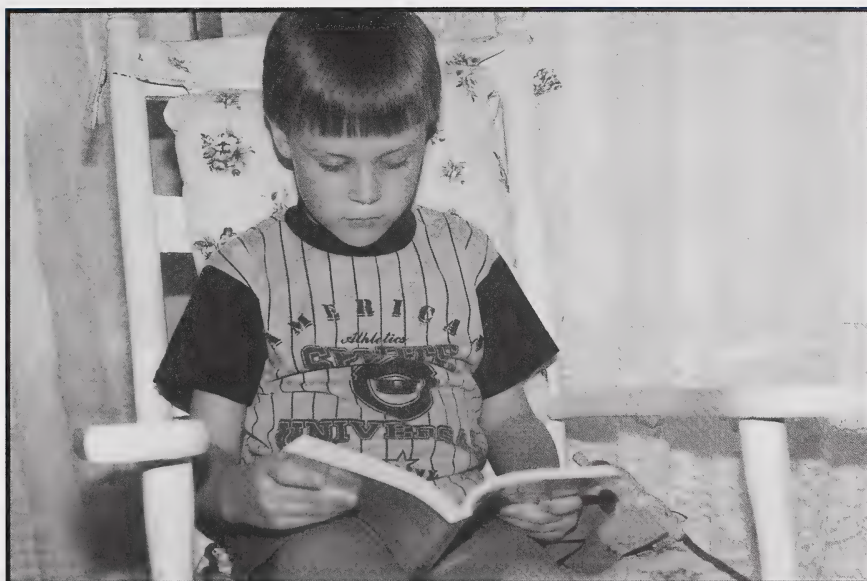
**You will shape more shadows  
after lunch.**



<sup>1</sup> A *Balancing Act*, (Calgary: Canadian Cancer Society Alberta /NWT Division, 1995), 14. Reproduced by permission.

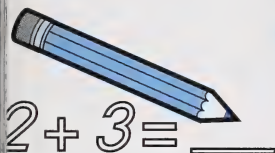
## Silent Reading

**Time recommended: 5–10 minutes**



Reading captures the imagination.

## Math Time



$$2 + 3 = \underline{\quad}$$

**Time recommended: 45 minutes**

Proceed with Mathematics Module 1, Day 14.

## Project Time

**Time recommended: 50 minutes**

### Project Choice 1: Puppet Shadows

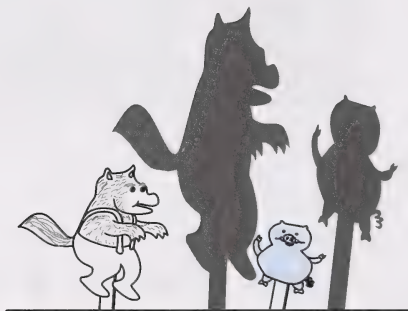
Have your student make simple shadow puppets and act out a story. First, choose a nursery rhyme or other story.

## Day 14 • Shaping Shadows

Then the student may draw freehand or trace cookie cutters on construction paper or light cardboard. Don't bother with details—it's the outline that is important. Help the student cut out the shapes and glue them on wooden craft sticks.



To perform the puppet play, stand between a bare wall and a strong light source. This works best if all other lights are off. Watch the play unfold on the wall!

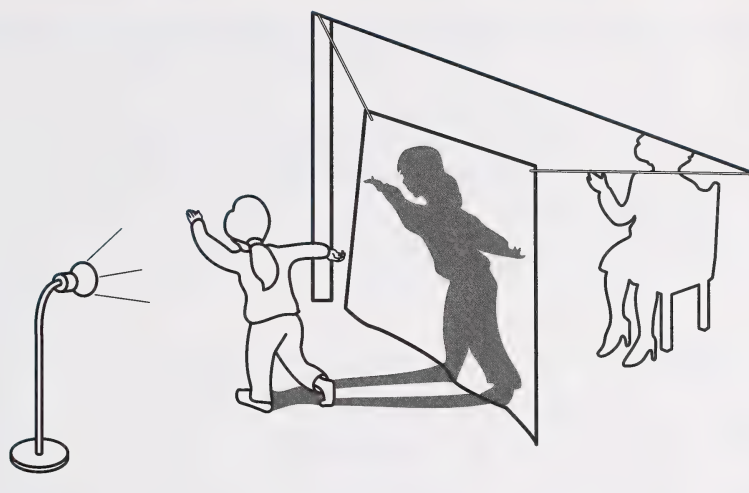


### Project Choice 2: People Shadows

Your student can cast body shadows to act out a story. You could also play a game of charades where you mime actions and have an audience guess them.

Hang a sheet in a doorway or other open area. Set up a bright light, and project your student's shadow onto this "screen" or onto a bare wall. To use the wall, the student can stand behind the audience members so they see the actions only on the wall.





## Enrichment (optional)

You made puppets in Module 1A. You could make another type of puppet now or at another convenient time. Read “Make a Puppet” in the book *Slide In*, and then try a paper-bag puppet.

## Sharing Time

### Time recommended: flexible

Several of today’s activities could be fun to share, such as shadow handshakes and other tricks from Music and Movement or puppet or people shadows from Project Time.

If you’re working on *Teddy Bear, Teddy Bear*, you could show it to an audience. You still have time to include something from today in your grand finale.

## Let’s Look Back

### Time recommended: 10 minutes

Ask questions to learn more about your student’s listening skills and attitude toward learning.

## Day 14 • Shaping Shadows

What was the most interesting thing you learned about shadows?

How did you learn that? (watched, listened to an explanation, looked it up)

Which do you like to do best:

- listen to a story?
- read a story by yourself?
- watch a story on television?

If you hear a word you don't understand, what can you do?

What do you like best about the story *The Dog and His Shadow*?

What lesson do we learn from that story?



### Story Time

**Time recommended: flexible**

You could read “My Shadow” by Robert Louis Stevenson from *A Child's Garden of Verses*. This poem captures a child's fascination with shadows and offers room for discussion and imagination.

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## My Shadow

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I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an India-rubber ball,  
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way.  
He stays so close beside me, he's a coward you can see;  
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant sleepyhead,  
Had stayed at home behind me and was fast asleep in bed.

Robert Louis Stevenson

---

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On with the Show!  
Next day, you will make music.



# Let's Make Music!

If you haven't finalized the date, menu, and guest list for your grand finale, do so today. On Day 17, you'll write out an invitation or a program.

These details give your student meaningful writing and reading activities and teach organizational skills. Encourage your student's artwork and printing on the invitations, program, posters, and signs. Children need guidance in planning but do learn from helping make decisions.



Today, you'll step into the world of music. Your student will

- learn how music expresses emotion and affects moods
- experience music that is high or low, loud or soft, and slow or fast
- listen and sing
- make and try some simple instruments

Language Arts today involves listening, discussing, reading, and writing about music.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- mirror
- *Level A: Modern Curriculum Press Phonics*, pages 51 and 52
- Thematic Assignment Booklet 1B – Day 15: Printing Rr
- audiocassette or videocassette *The Orchestra*
- audiocassette player or videocassette player
- *The Orchestra* book (optional)

### Music and Movement

- selections from the audiocassette *10 Carrot Diamond*
- musical instruments, as available

### Silent Reading Time

- favourite reading material

### Math Time

- See Mathematics Module 1, Day 15.

### Project Time

#### Project One

##### Choice A: High and Low

- collection of jars or glasses
- assorted elastic bands

##### Choice B: Box Guitar

- sturdy shoe box with a lid
- large elastic bands of different widths

#### Project Two

##### Choice A: Musical Bottles

- three identical glass bottles
- spoon

##### Choice B: Paper Roll Flute

- long cardboard tube
- waxed paper
- elastic band

##### Choice C: Comb Hummer

- comb without a tail
- tissue paper or waxed paper

### Story Time

- mutually chosen reading materials
- *Brown Bear, Brown Bear* by Bill Martin, Jr. (optional)

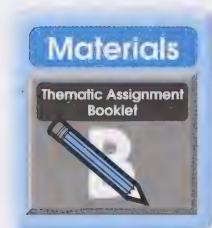


### Calendar Time

**Time recommended: 10 minutes**

Do your regular Calendar Time routine plus any additional activities that are suitable for your student's family.

### Focus for Today



Observe your student's developing **knowledge, skills, and attitude in music**. There is no Learning Log today, but you could preview Day 16: Learning Log in Thematic Assignment Booklet 1B for a list of observations to make.



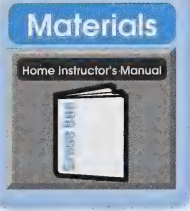
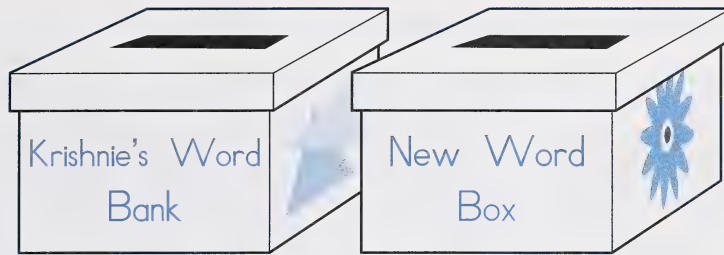
### Language Arts

**Time recommended: 35 minutes**

#### Word Study

Set out your word boxes. Remove the flash cards from your student's word bank, and show them to the student one at a time.



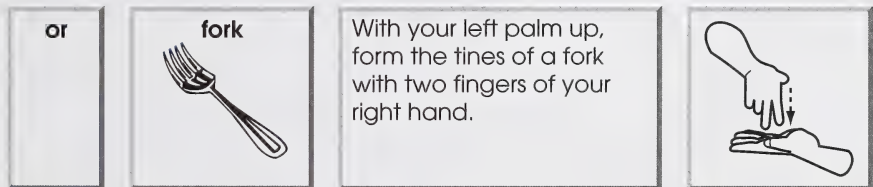


If the student misreads a word, reteach it using methods from Word Box Teaching Notes in the Home Instructor's Manual. Then place the word in the New Word Box for review at the end of the day.

Print the words **or** and **little** on coloured flash cards. Check your student's ability to read these words without sounding them out.

Teach **or** as a combination of letters that says the "or" sound. Underline this word as a unit, using the key word **fork**.

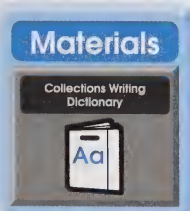
fork



Show the word **little** with curved lines to indicate the beats, or syllables. Help your student sound out the first syllable as the word **lit**.

little

On Day 16, you will review all of the words in the word boxes.



Add today's new words to the *Collections Writing Dictionary*.

## Phonics



Young children learn better using more than one **modality**, or physical sensation, at once. Information that enters the brain several ways is more meaningful, easily understood, and readily absorbed.

Letters and their sounds are presented to the student through the following senses:



- **visual**, or the sense of sight



- **tactile**, or the sense of touch



- **auditory**, or the sense of hearing



- **kinesthetic**, or the sense of awareness of position and movement of muscles

During Phonics, students in Grade One Thematic do the following:

- See the letter.
- Hear the name of the letter and its sound.
- Feel or trace the letter shape.
- Act out a physical sign.

Examples of physical signs are pretending to eat an apple for the "short a" sound and making hand action for the letter **t**.



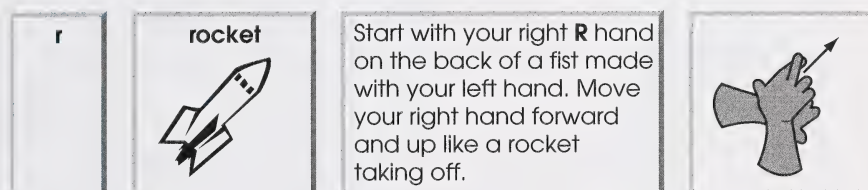
Say "a" for apple.



Say "t-t-t."

Introduce the sound of the initial consonant **r** with the following strategies:

- Use a mirror to see the formation of the “r” sound. Purse your lips to say this sound. See in the mirror that your lips form a ring. Practise the “r” for **rocket** sound in front of the mirror.



- Say one-syllable words, one at a time, and ask your student to listen for **r** at the beginning. If a word begins with **r**, the student can demonstrate the rocket action. Try these words.

<b>road</b>	<b>ran</b>	<b>go</b>	<b>sock</b>	<b>rain</b>
<b>ride</b>	<b>red</b>	<b>ring</b>	<b>rat</b>	<b>cat</b>

- Find items in your work area that begin with the sound of **r**.
- Say riddles or unfinished sentences that must be answered with words that begin with **r**. Following are examples.

This animal hops and has long ears. (rabbit)

This colour word rhymes with bed. (red)

I like to \_\_\_\_\_ my bike. (ride)

- Recite sentences with many words that begin with the sound of **r**. Ask your student to remember and repeat as much of each sentence as possible.

Ricky Rabbit ran down the road.

The red rock rolled to the river.



## Day 15 • Let's Make Music!

### Materials

Phonics Book



Open *Level A: Modern Curriculum Press Phonics* to page 51. Read the poem. Explain the directions. Ask your student to complete the page independently. Check for errors before going on to page 52. Check this page as well, to give the student immediate feedback.

### Materials

Student Folder



Have your student's full name and M1D15 printed on page 51. Then place this sheet in the Student Folder.

### Printing

Print **Rr** on the chalkboard or unlined paper with a base line. Ask your student to trace over the letters with a finger and then a crayon, chalk, or pencil. If your student needs more experience, use suggestions from *Printing Steps and Strategies* in the Home Instructor's Manual.

Give the student time to practise on unlined paper and a chalkboard before expecting the child to print between lines. Keep lined and unlined paper available for practice.

### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 1B, and follow the directions to complete Day 15: Printing Rr.

### Music and Movement

**Time recommended: 10–15 minutes**

Today, you'll experiment with musical **tempo**. Use body moves or an instrument to match the beat of music. Insert the audiocassette *10 Carrot Diamond*. Move fast in time to "I Am Pizza" and slowly in time to "May There Always Be Sunshine." Each demonstrates different treatment with instruments.

Then introduce your student to the French children's song "J'ai perdu le 'do' de ma clarinette."

### Materials

Audiocassette



Following is a translation of the song.

---

---

I have lost the “do” of my clarinet.  
I have lost the “do” of my clarinet.

Oh, what if Papa knew? tra-la-la.  
Oh, what if Papa knew? tra-la-la.

Let's march my friend, let's march my  
friend. Let's march, march and march!

Let's march my friend, let's march my  
friend. Let's march, march and march!<sup>1</sup>

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Charlotte Diamond suggests changing the word **clarinette** to any other instrument. Act out the song, and march or move to the chorus. Play along with an instrument or household items, such as pots, spoons, or baby rattles. Discuss as follows.



Listen to the introduction to this song.

What instruments set the beat? (snare drum and tuba)

What instrument plays the tune? (clarinet)

The band starts far away, comes closer, and then marches away.

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<sup>1</sup> Charlotte Diamond, “J’ai perdu le ‘do’ de ma clarinette” in *10 Carrot Diamond* (Port Moody: Hug Bug Music Inc., n.d.). Reprinted by permission.

## Day 15 • Let's Make Music!

How do the musicians make the music sound close or far away? (playing loud and soft, changing the volume)

Why does the clarinet music sound funny at the end? (The musician lost the "do" on the clarinet.)



### Enrichment (optional)

If you are familiar with the song "Do, Re, Mi" from *The Sound of Music*, you could teach it to your student for further practice of the musical scale. The child may enjoy the word play in this song.

## Language Arts

**Time recommended: 60 minutes**

### Listening and Discussing

Explore music and sound by singing or chanting the following song. Track the words as you go.

---

---

**Twinkle, twinkle, Little Star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, Little Star,  
How I wonder what you are.**

---

---



Have your student sing again with one hand on the throat to feel vibrations in the voice box. Comment as follows.

Your voice is an instrument.

When you sing, your voice is like a musical instrument.

Sing this song softly or loudly, slowly, or quickly.

Sing a line or two in different ways. Then continue.

Do you like the way "Twinkle, Twinkle" sounds when it is loud and fast?

Does it sound right?

Usually, we sing this song softly and slowly, like a lullaby, or a song to sing a baby to sleep.

How do you feel when you hear this song sung softly and slowly?

If you have any musical instrument, encourage the student to hold one hand lightly on it as it is played to feel the vibrations.

Look at the book or at the cover of the audiocassette or videocassette *The Orchestra* to draw the student's attention to the instrument families.



Saxophone

Read the following article aloud. Discuss the photos. If possible, provide an opportunity for your student to see and touch real instruments.

### Musical Instruments

All instruments vibrate to make music, but the vibration is caused in different ways.



Violin

### Stringed Instruments

Draw a bow across the strings or else pluck or pull the strings to make music. Play a violin or cello with a bow. Play a guitar or banjo by strumming or plucking the strings.

### Woodwinds and Brass

Blow both of these types of instruments to make vibration for the sound. Blow air into or over the mouthpiece of a woodwind instrument. The flute and the clarinet are woodwinds.



Flute



Tuba

### Brass Instruments

The player's lips vibrate against the mouthpiece to make sound. The tuba, trumpet, and French horn are brass instruments.

## Percussion Instruments

Strike or shake these to make sounds. Strike a drum or xylophone with a stick. Shake a tambourine or maraca.



Japanese Drum



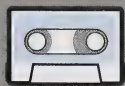
Piano

## Keyboard Instruments

The piano is a special type of keyboard instrument. When a piano key is played, a hammer inside strikes a wire. Each wire is a certain size so it makes the right sound.

## Materials

Audiocassette



Next, listen to selections from the audiocassette or videocassette *The Orchestra*. Find the part called “The String Family,” which begins as follows. “There are four main groups of instruments in an orchestra...” You could also read this in the book *The Orchestra*.

Listen to “Variation for Strings” and to the explanation about strings. Then listen to the theme from Beethoven’s Ninth Symphony, played by violin.

Forward the tape of *The Orchestra* to the part called “The Woodwind Family.” Listen to the narrator explain that woodwind instruments are narrow tubes with a row of holes in them. Listen until the end of Haydn’s “Oboe Concerto in C.” Then ask your student a question.

Do you like to listen to this kind of music?

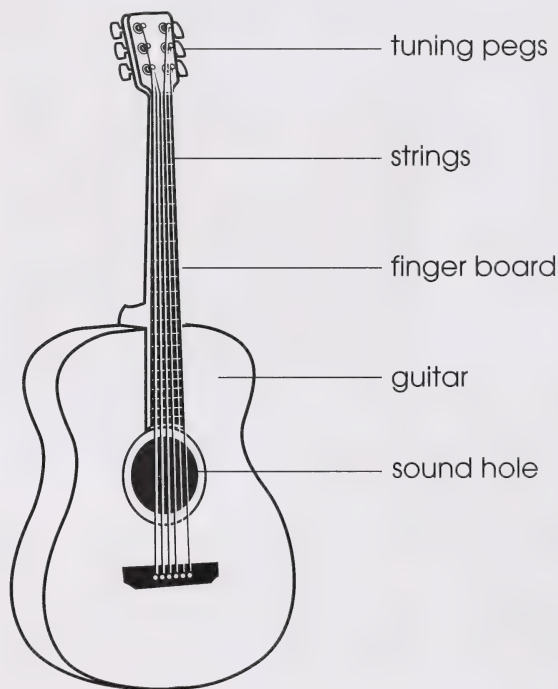
Why, or why not?



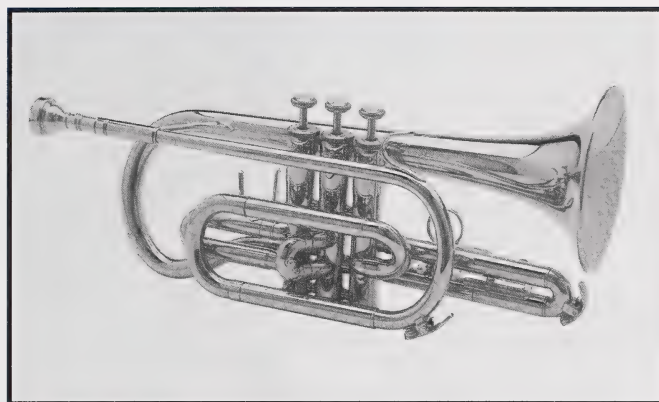
## Day 15 • Let's Make Music!

If you have an instrument available, your student could experiment and attempt to produce sound. **Note:** Since many musical instruments are costly, supervise the student closely and teach how to handle the equipment. Remind the student to show consideration for others by playing music at a suitable volume and an appropriate time and place.

If a musical instrument is not available, look at the diagram of a guitar and read the explanation that follows.



Explain how the musician plucks the strings to make the music. The strings vibrate and echo inside the guitar. The sound can be heard because there is a sound hole in the guitar.

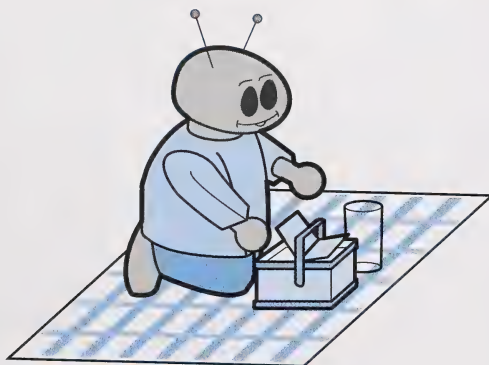


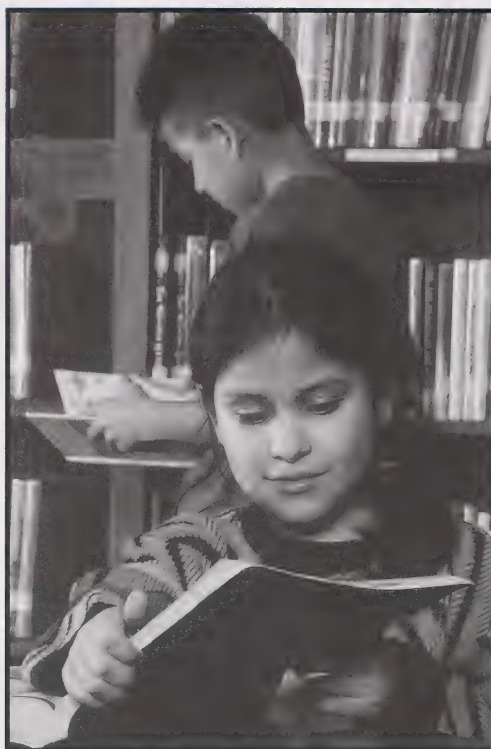
**Enrichment (optional)**

Replay the excerpt used earlier from *Carnival of the Animals*, and ask your student to listen for the following instruments that imitate the lumbering walk of an elephant:

- the bass, which is a member of the string family
- the piano, which is a keyboard instrument

**You are probably ready for kitchen sounds, like the clunk of cutlery and the crunch of carrots. Have a good lunch break.**

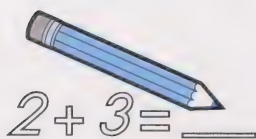




## Silent Reading

**Time recommended: 5–10 minutes**

If you have reference books available, have your student look for information about musical instruments. You might also search for books on this topic at a public or school library.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 1, Day 15.



## Project Time

**Time recommended: 50 minutes**

Today, the student can choose one activity from Project One and another from Project Two. At the end, there is an optional Enrichment activity that shows the student how to record one of the experiments.

Project One is a simple instrument that requires plucking to make sound; Project Two is a basic instrument that requires blowing to make sound.

Any of the project choices will produce a simple, three-note instrument. Two songs that can be played with three notes are "Twinkle, Twinkle, Little Star" and "Mary Had a Little Lamb." The words for the first song are in today's Reading section. The words for the second song follow.

---

---

**Mary had a little lamb,  
Little lamb, little lamb.  
Mary had a little lamb.  
Its fleece was white as snow.**

---

---



### Project One

#### Choice A: High and Low

Assemble the materials listed in What You Need Today. Stretch an elastic band over each glass or jar from top to bottom. Explain that the elastic is like a guitar string. Demonstrate how to pluck the elastic stretched across the open mouth of the glass. Allow time to experiment with the different glasses and jars. Help your student compare low and high sounds as follows.

How are the sounds different?

Do thick elastic bands give a different sound from thin ones?

Does the size of the jar or glass make a difference to the sound?

Do some jars produce sounds that are lower than others?

Which ones?

Which jars produce a higher sound?

Ask your student to pluck one elastic as before. Now tighten the elastic by slipping a pencil between the rubber band and the glass.



Pluck the tightened elastic.

Now loosen it and try again.

What is the difference in sound?

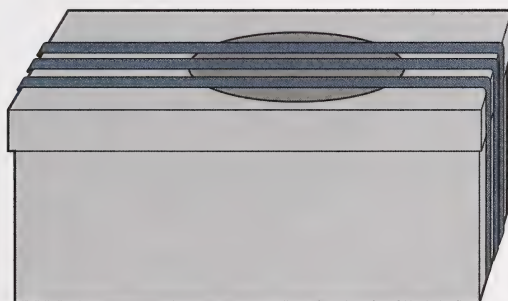
Make three different sounds with three different containers.

Listen carefully, and arrange them in order from low sound to high sound.

### Choice B: Box Guitar

Gather materials as listed in What You Need Today, and proceed as follows:

- Help the student cut a large hole in the centre of the lid.



- Place the lid on the box.
- Stretch rubber bands across the opening, leaving some space between bands.
- Try out your new guitar. Pluck away!
- Compare your guitar to the guitar diagram studied earlier.

**Note:** Refer to the Home Instructor's script in Project One, Choice A. Use similar questions for this project.



### Project Two

#### Choice A: Musical Bottles

Collect three identical glass bottles. Guide as follows.

Blow across the mouth of one bottle to make a low sound. It takes practice to make a steady sound. Can you do it?

Add some water to one bottle.  
Now blow.

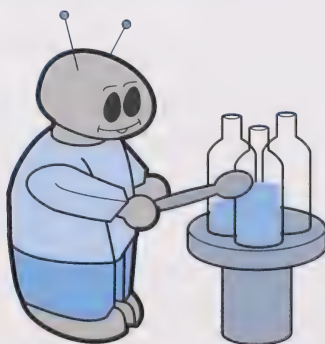
Is the sound different from before?

Does one bottle make a lower sound than the other?

Can you adjust the water in the bottles to make three different sounds?

Tap the bottles with a spoon. Tap one bottle with no water, one bottle with some water, and one bottle with a lot of water.

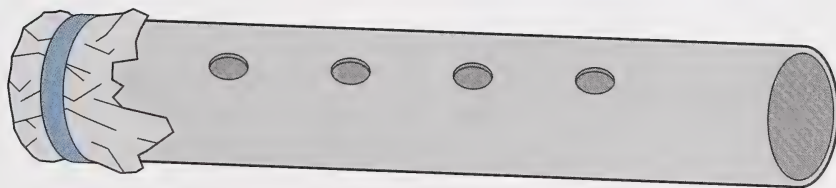
How are the sounds different?



### Choice B: Paper Roll Flute

Collect the materials listed in What You Need Today. Proceed as follows:

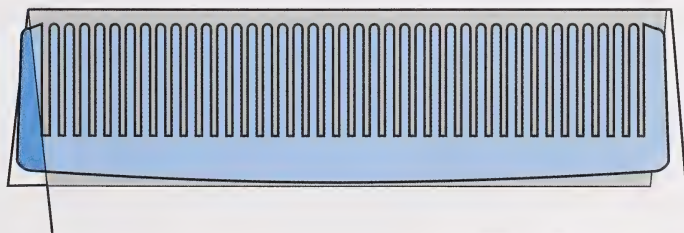
- Use a pen or pencil to punch three or four holes on one side of a cardboard tube, leaving about 2.5 cm between holes.
- Cover one end with a small piece of waxed paper, using an elastic band to hold the paper in place.
- Hum into the open end, covering one or more of the holes as you hum. Can you play a tune?



### Choice C: Comb Hummer

Gather the necessary materials. Use the following procedure:

- Fold the paper in half over the teeth of the comb.
- Put your lips up to the covered comb.
- Hum a tune while you move the comb from side to side.

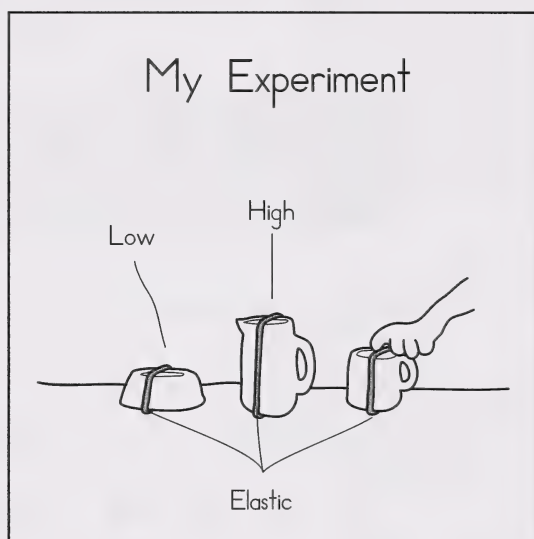


## Day 15 • Let's Make Music!

### Enrichment (optional)

Ask your student to draw a diagram of one of the experiments completed. Choose a title, and write it on the illustration. If necessary, you could print the title on a paper or chalkboard for the student to copy.

Help your student label the important items in the picture. Show how to draw a line to each item and print its name. Explain that this must be done neatly so people can identify the important parts. Use the labelled diagram of the guitar as an example.





## Sharing Time

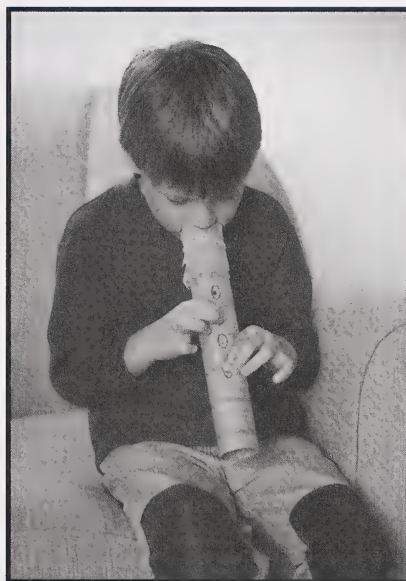
**Time recommended: flexible**

Your student could perform a musical piece on one of the newly made instruments or share some new knowledge about instrument families.

## Let's Look Back

**Time recommended: 10 minutes**

Ask the following questions to learn more about your student's developing knowledge, skills, and attitudes in music.



What was the most interesting experiment you did today?

What did you find interesting about this experiment?

Name your favourite musical number or instrument.

Why is that your favourite?

Which of the instruments that you made produced the best music or sound?

What did you learn today that was new?

### Story Time

#### Time recommended: flexible

Read together as a family if your situation permits. Listening to stories broadens your student's vocabulary and provides information about many topics.

You could read the book *Brown Bear, Brown Bear* by Bill Martin, Jr. to review the colour word **brown**. Or, you may have found some books about music at the library.



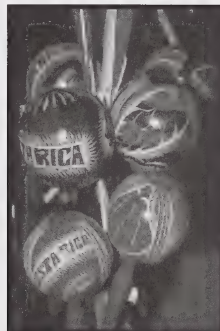
I wonder what's coming next.

**Are you feeling in tune?  
Next day, you will make more music.**

# Bring on the Band!

Today, your student will learn more about percussion instruments and how they work. You'll feel and practise how percussion marks the beat and tempo of music.

You will analyse the effect of music on feelings. The student will paint with music in the background and investigate how music affects painting style.





## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics*, pages 29 and 30
- Thematic Assignment Booklet 1B  
– Day 16: Printing Ff
- “Music Is Everywhere” from *The Orchestra* audiocassette
- “Me” from *Collections: Too Silly!*

### Music and Movement

- *10 Carrot Diamond* audiocassette
- *The Orchestra* audiocassette or videocassette
- audiocassette player or videocassette player
- instruments made in Day 15
- various household objects (optional)

### Silent Reading Time

- favourite reading material

### Math Time

- See Mathematics Module 1, Day 16.

### Project Time

#### Project One

##### Choice 1: Maraca Shakers

- small plastic containers with lids
- dry rice, beans, sand, or pebbles
- favourite music

##### Choice 2: Can Drum

- empty can with a plastic lid
- string or yarn

#### Project Two

##### Musical Painting

- *The Orchestra* audiocassette or a favourite instrumental recording
- audiocassette player

### Let's Look Back

- Thematic Assignment Booklet 1B  
– Day 16: Learning Log

### Story Time

- mutually chosen reading material
- “Which Is Which?” from *Slide In* (optional)

## Activities

### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Proceed with your regular calendar activities. Are there any special events to post on your calendar?

## Materials

Thematic Assignment Booklet



Observe your student **listening and responding to music**.  
Preview Day 16: Learning Log in Thematic Assignment Booklet 1B.

## Language Arts

**Time recommended: 35 minutes**

### Word Study



Review all your coloured flash cards from this module to prepare for next day's test. Read the words in isolation, write simple sentences with them, and use the pocket chart. Suggested sentences follow.

## Activities

Home Instructor's Script



I see a **red** car.

Look at the **black** dog.

The water is **blue**.

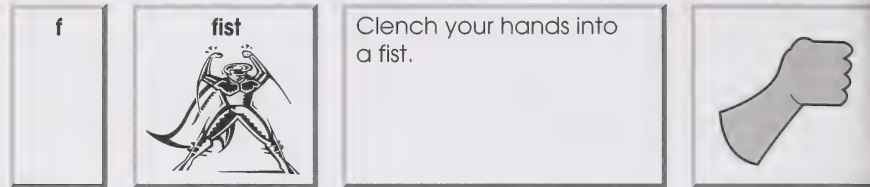


If the student is already prepared for word-recognition testing, then include two extra words, for example, family names like *Mom* and *Dad*.

### Phonics

Introduce the sound of the initial consonant **f** with strategies that work for you, such as the following:

- Use a mirror to see the formation of the sound of the letter **f**. Rest your upper teeth lightly on your bottom lip. Notice some friction as air is pushed between the teeth, and listen to the sound. Make a fist while saying the word **fist**.



- Have your student identify words that begin with the sound of **f**. Sample words follow.

<b>fox</b>	<b>fine</b>	<b>fold</b>	<b>feel</b>	<b>fly</b>
<b>run</b>	<b>rock</b>	<b>fish</b>	<b>salt</b>	<b>sun</b>

- Say riddles or unfinished sentences that must be answered with a word that begins with the letter **f**.

This animal swims in lakes and is good to eat.  
(fish)

Birds can \_\_\_\_\_. (fly)

I like to eat good \_\_\_\_\_. (food)

We have five \_\_\_\_\_ on each hand. (fingers)

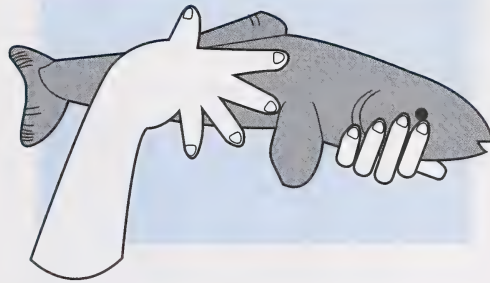


- Recite sentences that repeat the sound of **f**. This is called **alliteration**.

Five fat frogs swim fast.

The fuzzy fox has a fluffy tail.

Flying fish live far away.



### Materials

Phonics Book



Open *Level A: Modern Curriculum Press Phonics* to page 29. Read the poem. Explain the directions, and ask your student to complete the page independently. Check for errors before going on to page 30.

### Materials

Student Folder



Have your student's full name and M1D16 printed at the top of page 29. Then place the phonics sheet in the Student Folder.

### Materials

Thematic Assignment Booklet



### Printing

Use your normal activities to prepare your student for the printing assignment.

Turn to Thematic Assignment Booklet 1B, and follow the directions to complete Day 16: Printing Ff.

### Music and Movement

**Time recommended: 10–15 minutes**

Review some music from this module. As you sing or listen, your student can move to the **beat** and **tempo**. Consider the following:

**beat:** the underlying pulse in music

**tempo:** the rate of speed of the beat



- *10 Carrot Diamond* by Charlotte Diamond:
  - “May There Always Be Sunshine” (Day 1)
  - “I Am a Pizza” (Day 12)
  - “J’ai perdu le ‘do’ de ma clarinette” (Day 15)
- *The Orchestra*
  - “Carnival of the Animals—The Elephant” (Day 5)
  - “Orpheus in the Underworld—Can-Can” (Day 11)
  - “Theme—Variation for Strings” (Day 15)
  - “Symphony #9—Final Movement” (Day 15)
  - “Oboe Concerto in C—Allegretto” (Day 15)
- Sing-along favourites:
  - “If You’re Happy” (Day 1)
  - “Frère Jacques” (Day 16)
  - “London Bridge Is Falling Down” (Day 16)
  - “Here We Go ’Round the Mulberry Bush” (Day 16)
  - “Three Blind Mice” (Day 16)
  - “Teddy Bear, Teddy Bear” (Day 14)
  - “Twinkle, Twinkle, Little Star” (Day 15)
  - “Mary Had a Little Lamb” (Day 15)
- Other music (optional)
  - “Do-Re-Mi” from *The Sound of Music* (Day 15)

Have your student choose a favourite song from this list. Then introduce beat and tempo as follows.

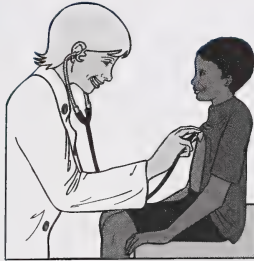


Activities

Horrie Instructor's Script



Music has a **beat** like your heart.



Put your hand on your chest like this.



Do you feel your heart beat?  
It beats at a steady speed.

Let's run on the spot for a minute.



Now feel your heart beat again.  
Is your heart going faster?



## Day 16 • Bring on the Band!

Music also has a beat.

Some music is fast.

Some music is slow.

The speed of music is called the **tempo**.

We can tap our feet to the beat of the song.

Sing or listen to the song your student chose.



Is the tempo of this song fast or slow?

You can move to the beat of music.

You can tap, clap, sway, or dance to the music.



When the music is fast, you can move faster.

When it is slow, you move more slowly.



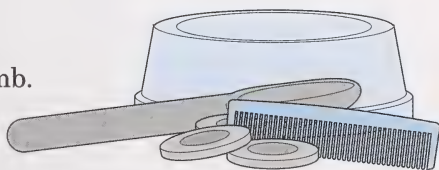
Sing or listen to the song again. Clap your hands to the beat. Each choose an instrument made in Day 15, and play or sing the song once more. This time, keep the beat by plucking or blowing on your instruments.

Can the student respond to the beat when you play along on the instruments? Sing or listen a final time, and have your student keep time alone.

### Enrichment (optional)

For variety, try a different song and other homemade instruments, such as some of the following:

- Tap on a jar with a spoon.
- Pull your fingers along a comb.
- Hang up an assortment of metal utensils, and tap them in rhythm.
- Drum on a pan, box, or plastic container.
- Jingle coins in your hand.



Can your student make up patterns as the sounds are made? For example, try one heavy tap and three light taps.

## Language Arts

**Time recommended: 60 minutes**

### Reading

#### Sound Words

Your student can learn to appreciate the music that surrounds us, including words that imitate sounds of animals, nature, and people.

In advance, print the following lines on a large piece of paper or the chalkboard.

---

---

### Musical Words

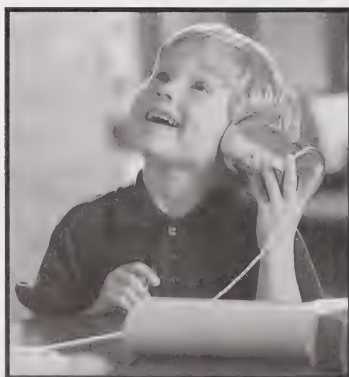
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---

**Music's everywhere.  
Can you hear it?  
Clickety Clack  
Snap! Pop!  
Plinkety Plunk  
Clip Clop  
Listen to the beat.  
It's all around you.**

---

---





Begin discussion with the following script.

If you listen carefully, you can hear many sounds around you that are like music.

Provide examples for the student to hear, such as the following:

- paper rustling
- a spoon stirring in a cup
- a tea kettle whistling
- cutlery being set on a table
- a water tap dripping

What does the water say when it hits the sink?  
(tap, tap or drip, drip)

Does the sound have a **rhythm** or beat?

Here is a poem called Musical Words.

Display the poem for your student. Chant it aloud with expression and rhythm while the student looks on.

Invite your student to join in. Add sound effects, such as clapping, tapping, or finger snapping. Take turns reading lines and imitating the sounds.

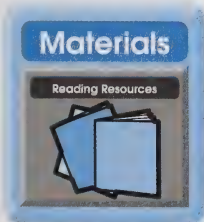
Ask your student to think of other sound words.

Listen to “Music Is Everywhere” on *The Orchestra* audiocassette. Hear the short introduction about musical sounds of nature and people.

Stop the tape at the introduction of music as an expression of feelings. Save this for later.

Turn to the Contents page of *Collections: Too Silly!* Find the song “Me” by Nancy Davidson.

Read the story aloud. Then, if possible, sing or play the tune on an instrument.



### Writer's Workshop

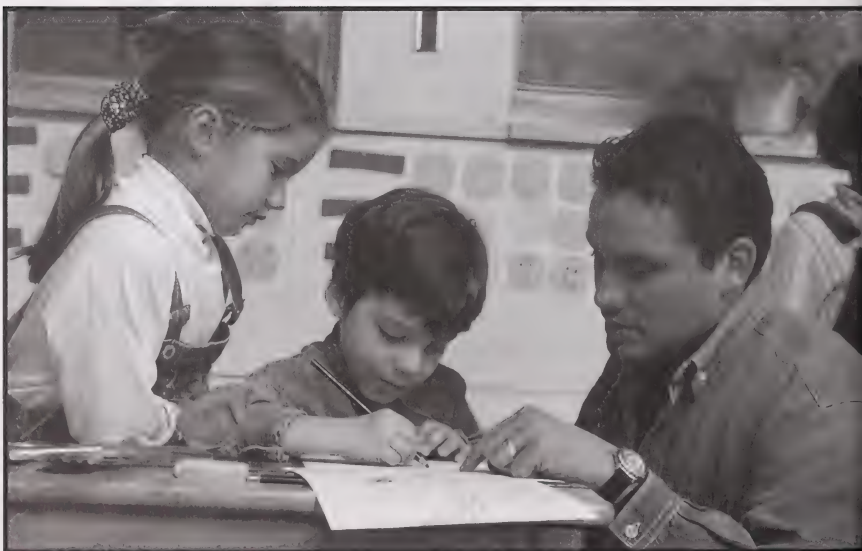
Have your student make either a list of everyday sounds, such as on the left below, or a list of sound effects and their sources, such as on the right below. Let the student decide.

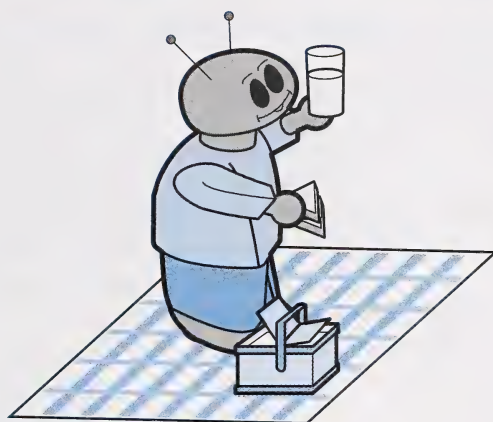
- rumble
- buzz
- drip

- the crunch of crackers
- the meow of a cat
- the thud of a shoe dropping

Use unlined looseleaf so you can store the list in your chart binder when you are finished this module. Leave room at the top to fill in a title later. Brainstorm with your student for sound words. Tour your work area and yard for ideas. Unless your student is an advanced printer, you may need to record the ideas that you find.

Help your student decide on and print a suitable title, such as "Sounds Around" or "Sounds Everywhere." Post the list where your student can see it. It is not necessary to submit this chart.





It's time to take your ten little  
fingers and ten little toes for lunch.  
Do you hold your spoon with your  
left hand or your right hand?

## Silent Reading

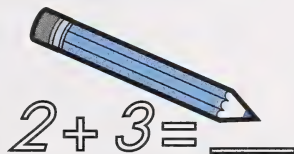
**Time recommended: 5–10 minutes**

Some people like music playing softly in the background as they read. Others prefer a quiet setting. What works best for your student?

Your student may want to reread “Me” or other favourites.

## Math Time

**Time recommended: 45 minutes**



Proceed with Mathematics Module 1, Day 16.

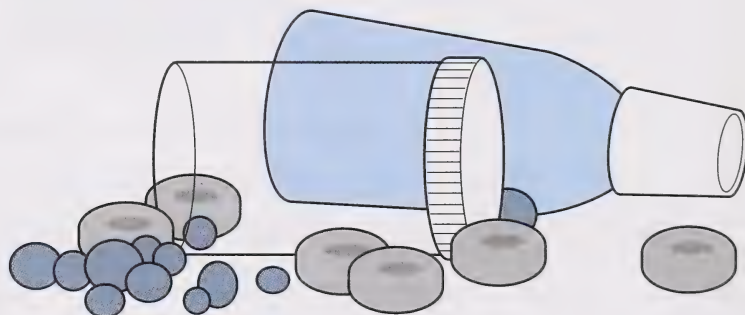


### Project Time

#### Project One

**Time recommended: 50 minutes**

Reread the information about percussion instruments from Language Arts, Listening and Discussing, on Day 15. Then have your student choose one of the following two percussion instruments to make.



#### Choice 1: Maraca Shakers

Collect several plastic containers with lids, small enough to fit in the child's hands. Plastic squeeze bottles or empty plastic prescription bottles work well. Proceed as follows:

- Partially fill the bottles with dry ingredients such as rice, beans, pasta, sand, or pebbles.
- Experiment by shaking and rattling each bottle.
- Describe the sound each shaker makes.
- Choose the shaker that the student thinks works best.

Have your student use this instrument to keep the beat while listening to a favourite recording or singing a song like "Frère Jacques" or "Here We Go 'Round the Mulberry Bush."

Save these instruments for the musical numbers you perform in your grand finale.

## Choice 2: Can Drum

You need an empty can, such as a coffee can, with a plastic lid. Proceed as follows:

- Fasten the lid to the can with masking tape.
- Cut paper the correct size to go around the can.
- Use crayons to decorate one side of the paper.
- Glue or tape the paper to the can.
- Attach string so that the drum can hang from the neck.
- Tap the drum with a stick or the eraser end of a pencil.



See if your student can match the beat in a song such as “J’ai perdu le ‘do’ de ma clarinette” from the audiocassette *10 Carrot Diamond*.

## Project Two

### Musical Painting

Have your student listen to music for inspiration while painting. The student may show the feeling of the music or create a scene that the music brings to mind.

Choose instrumental music from your personal collection or selections from *The Orchestra* audiocassette, such as those under the heading “Feelings.” Set the tape after any narration, however, so the student’s feelings are not directed.





The student may make several paintings to suit the moods of different selections and then choose one to include in the Student Folder. Make sure it is labelled with the name of the music selection, the student's name, and M1D16.

### Sharing Time

**Time recommended: flexible**

Your student could share any of the following:

- the list of sound words from Writer's Workshop
- the poem Musical Words
- some music that demonstrates a beat
- the completed musical painting

### Let's Look Back

**Time recommended: 10 minutes**

Ask the following questions to learn more about your student's developing musical abilities.

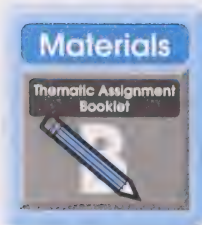
Did you like painting to music? Why, or why not?

Did it make you feel a particular way?

Do you like moving your body to music? Why?

Was it easy or hard to think of words that describe sounds? Why?

What was your favourite sound word?



Turn to Thematic Assignment Booklet 1B, and complete Day 16: Learning Log.



## Story Time

**Time recommended: flexible**

Two short selections you could read are “Which Is Which?” on page 22 of *Slide In*—a lesson on recognizing left and right hands—and the verse below. Your student may know the verse by memory. Can the child read it and do the actions?

---

---

This little pig went to market.  
This little pig stayed home.  
This little pig had roast beef.  
This little pig had none.  
And this little pig cried,  
“Wee-wee-wee”  
All the way home.

---

---



Your grand finale is getting closer.

Next day, you'll print an invitation  
and a program.

# World of Colour

Today, you'll emphasize the sense of sight to review colours, experiment with colour, and observe colour in the world around you. The student will learn about **opposite** colours on the colour wheel. Point out that appreciating beauty is another source of entertainment.



Today, decide the final date, place, and program for your grand finale, so your student can write an invitation or a program. Allow a day or two to finish preparations after you complete this module.

Later, you could submit photographs, a videocassette, or other material that tells the teacher about your program. Assessment is based on learning that has taken place, not the finished product.

You could invite guests to participate and include their items on the program. Perhaps guests would also bring food or decorations.

Keep the process in mind, rather than a perfect performance or product. Some activities may not appear academic, but your student is also learning life skills including personal responsibility.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- two hinged loose-leaf rings (optional)
- Thematic Assignment Booklet 1B
  - Day 17: Word Recognition Test
  - Day 17: Printing Jj
  - Day 10: Colour Wheel (review)
- *Level A: Modern Curriculum Press Phonics*, pages 27 and 28

### Music and Movement

- choice of music
- audiocassette player (optional)

### Silent Reading Time

- books from or related to this module

### Math Time

- See Mathematics Module 1, Day 17.

### Project Time

- newspaper
- paint shirts
- red, blue, and yellow food colouring

#### Choice 1: Straw Painting

- eyedropper or spoon (optional)
- drinking straws

#### Choice 2: Paper Dyeing

- glass or metal bowls
- absorbent paper, such as rice paper, coffee-filter paper, or blotting paper
- paper towels

#### Choice 3: Tie Dyeing

- light-coloured or white fabric, coffee filters, or paper towels
- elastic bands
- glasses or jars
- extra paper towels

### Story Time

- mutually chosen reading material





### Calendar Time

**Time recommended: 10 minutes**

After your student writes today's number on the calendar, talk about the weather and add the weather symbol. Choose other activities from Calendar Time Teaching Notes.

Arrange the Calendar Time word strips in the pocket chart. Are there any special events to add, for example, your grand finale or when you will finish Day 18? Completing your first module is a big event.

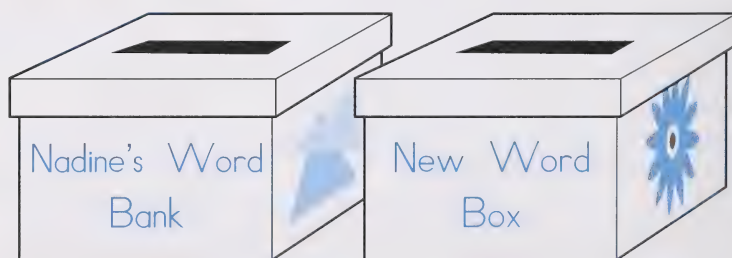
### Focus for Today

Today's focus is **visual art** with an emphasis on colour. Does your student notice colours in nature, architecture, clothing, and art work? If you visit an art gallery, a display, or a public building, for example, observe your student's reactions.

### Language Arts

**Time recommended: 35 minutes**

#### Word Study



Remove the words from both word boxes. Sort the flash cards into colour cards (frequently used words) and white cards (personal words). Test your student's ability to automatically recognize each word.

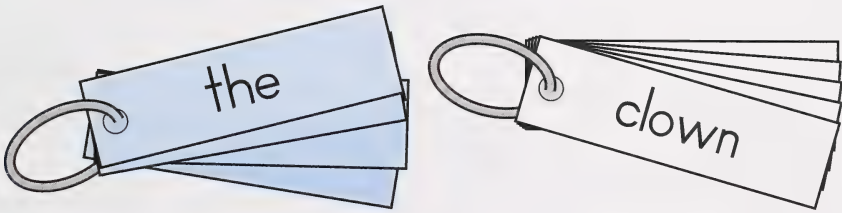
## Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 1B, and complete Day 17: Word Recognition Test.

Punch a hole on the left side of each flash card that has a word your student recognizes well. Bind the coloured cards with one ring and the white cards with another ring. You could use ribbon or cords if you don't have rings.



Place loose cards with words that need more work in the New Word Box for continued learning.

## Phonics

Introduce the sound of the initial consonant **j** with the following strategies:

- A key action for the sound of the letter **j** is **jump**. Have your student do a little jump while saying “j for jump.”
- Have your student do a little jump for each word beginning with the letter **j**.

juice  
fox

job  
jar

jet  
hand

get  
jam

bite  
joke



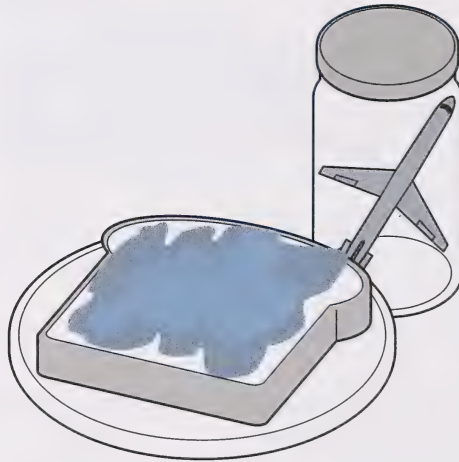
## Day 17 • World of Colour

- Ask your student to jump, jig, jog in place, or jiggle.
- Say riddles or unfinished sentences with answers that begin with **j**.

This goes well with peanut butter. (jam or jelly)

Pickles come in a glass \_\_\_\_\_. (jar)

On long airplane trips, we ride on a \_\_\_\_\_ plane. (jet)



- Recite sentences where many words begin with the “j” sound. Examples follow.

Jolly Jesse just jogs and jumps.

Jenny juggles jeans and jewels in June.

Jon joined the jigsaw puzzle.



### Materials

Phonics Book



Open *Level A: Modern Curriculum Press Phonics* to page 27. Read the poem at the top of the page. Explain the directions, and ask your student to complete the page independently. Check for errors before going on to page 28.

### Materials

Student Folder



Have your student print his or her full name plus M1D17 at the top of page 27. Then place the phonics sheet in the Student Folder.

### Printing

Print **Jj** on the chalkboard or unlined paper, and read the nursery rhyme Jack, Be Nimble. Your student may be able to read the verse alone. Then identify the words that begin with **j**. Use your normal activities to prepare your student for the printing assignment.



**Jack, be nimble.  
Jack, be quick.  
Jack jump over  
The candlestick.**

### Materials

Thematic Assignment Booklet



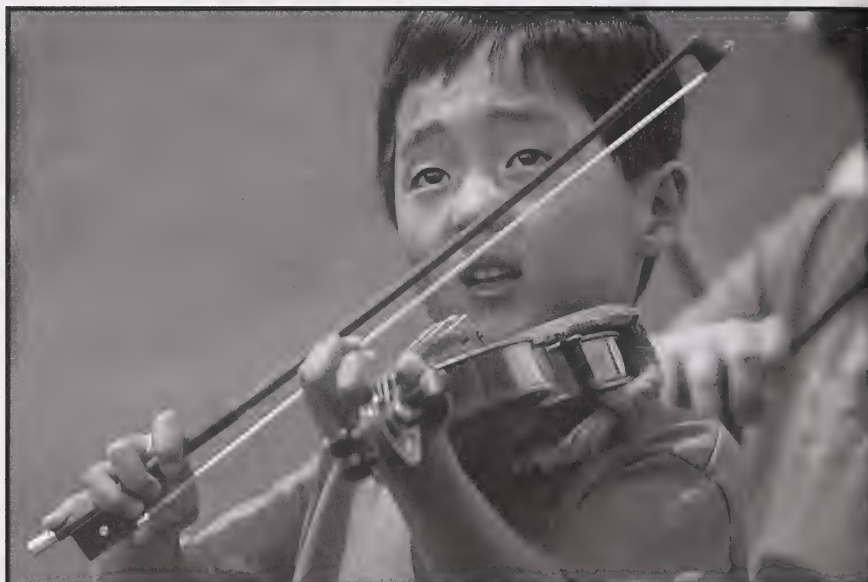
Turn to Thematic Assignment Booklet 1B, and follow the directions to complete Day 17: Printing Jj.

### Music and Movement

**Time recommended: 10–15 minutes**

Practise the musical or movement activities for your grand finale. Practice is important and can build confidence.

If your student plays an instrument or takes dance lessons, this grand finale will provide a chance to perform for an audience.

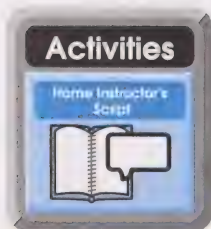


### Language Arts

**Time recommended: 60–90 minutes**

#### Reading

Discuss colours with the following script .



We have talked about clowns, the circus, tricks, and music.

Colour is very important in all of these.

Think of the costumes in a play or a circus.  
Colours are important in everyday life, too.  
What would the world be like with no colours?  
What are your favourite colours?  
Are there colours you do not like? Why?  
Colour is a big part of our world.  
Poets sometimes talk about colour in poetry.

Read the following poem with your student.

---

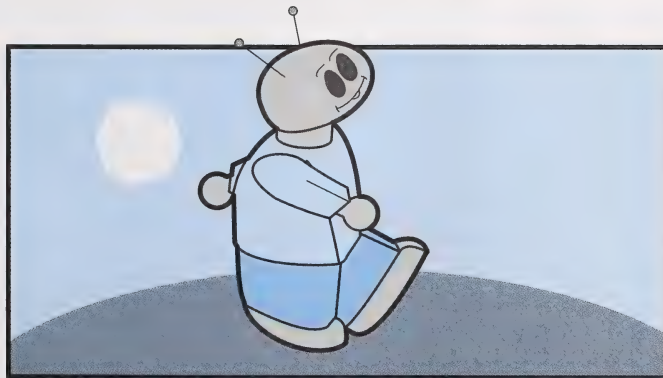
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**I'm glad the sky is painted blue,  
The earth is painted green  
With such a lot of nice, fresh air  
All sandwiched in between.**

**Anonymous**

---

---





Explain that when the name of the author is not known, we often use the term **anonymous**. Your student may know the traditional colour poem below. Explain that we use the term **traditional** for an old poem that many people know by memory.

---

---

Roses are red.  
Violets are blue.  
Honey is sweet,  
And so are you.  
Traditional

---

---

Here is a new twist to this traditional poem.

---

---

Roses are red.  
Marigolds are yellow.  
You are as sweet  
As a marshmallow.

---

---

You and your student may create a few verses of your own.



## Materials

Home Instructor's Manual



Review the concepts of primary and secondary colours. Refer to the Art Section in the Home Instructor's Manual and to Assignment Booklet 1B, Day 10: Colour Wheel.

Then introduce the term **opposite colours**. Opposite colours are the following pairs that are opposite each other on the colour wheel:

- red and green
- orange and blue
- yellow and purple

Red and green are used for seasonal decorations. Yellow and purple are seen in summer flowers, such as pansies. Orange and blue are eye-catching on a logo or a billboard.

## Colour Chart

Help your student make a chart on unlined loose-leaf paper. Print two headings, **primary colours** and **secondary colours**. List each colour name under the appropriate heading. Ask your student to add a patch of colour beside each colour name as in the example chart that follows.

Colour Chart	
<div style="text-align: center;">Primary Colours</div> <div style="display: flex; justify-content: space-between; align-items: center;"> <span>red</span> <div style="border: 1px solid black; width: 50px; height: 20px;"></div> </div>	<div style="text-align: center;">Secondary Colours</div> <div style="display: flex; justify-content: space-between; align-items: center;"> <span>green</span> <div style="border: 1px solid black; width: 50px; height: 20px;"></div> </div>

**Note:** Brown, black, grey, and white are neither primary nor secondary colours. They are some of the neutral colours.

### Writer's Workshop

Offer your student a choice to make either of the following for your grand finale:

- an invitation
- a program outlining the order of items in your agenda

If your student needs more than one session for this project, you may continue during Day 18. If others are involved in the program, they may contribute to this writing assignment.

Help the student organize and draw the project and do part of the printing, depending on ability.

Your program could be printed on one side of a paper, possibly with a border, or on both sides and then folded into a bulletin format.



**integrate:** to bring together or unify

If you have access to a computer and printer, this is an opportunity to **integrate** technology into your student's learning. The student may choose to design the invitation or program on the computer by using a word-processing program or another suitable program.



### Writing Choice 1: Invitation

Introduce this writing choice with the following script. Print the information on a chalkboard or paper as you talk.

Today, your writing assignment is different.

You will make an invitation for our grand finale.

What are we celebrating? (We are showing others what we have learned in the module On with the Show!)

First, **who** should come? Let's make a list.

Think about **what** to tell our guests.

**When** and **where** will the event be?

**What kind** of event will it be?

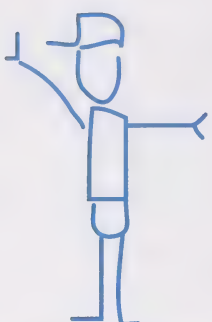
Should we say **why** we are having a grand finale?

Let's decide **how** to write the invitation.

Show your student the ideas that follow, and help decide on a shape for the invitation. Then use construction paper or drawing paper, and have the student complete one invitation to submit to the teacher. You could photocopy this original or write extra copies following Day 18.

**Note:** If the student chooses a shaped invitation, you could prepare a cardboard template for the child to trace.

## Ideas for a Rectangular Invitation

Picture Side	Printing Side (with or without lines)
	_____
	_____
	_____
	_____
	_____
	_____

• games • clowns • tricks • games

Write necessary  
information here

• hot dogs • mustard • ketchup • big people • little people • ice cream • watermelon

## Ideas for a Shaped Invitation



## Writing Choice 2: Program

Help your student decide the following details for your program:

- title
- order of presentation
- information about each number
- format

Following is a program **excerpt** to guide your plan.

### Welcome Poem

**The Meeting** with characters  
Juan and Loran

### Play

**Little Red Hen** with Cindy,  
Juan, Moira, Loran, and Serena

### Song

**I Wanna Be a Dog** with Cindy,  
Moira, and Serena

Humour is a great icebreaker to make your audience feel relaxed and welcome. If you need a humorous introduction, you or an older child could recite the poem that follows.

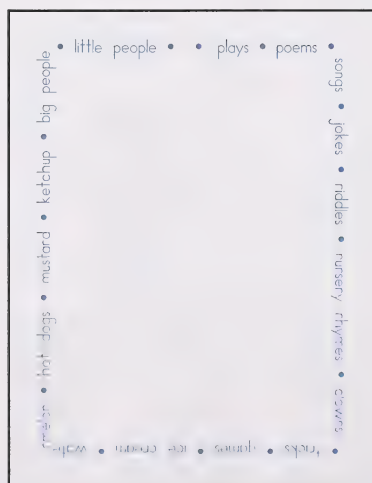




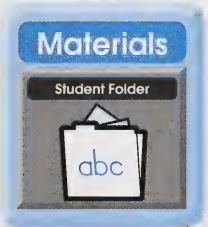
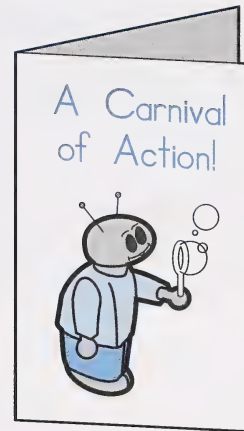
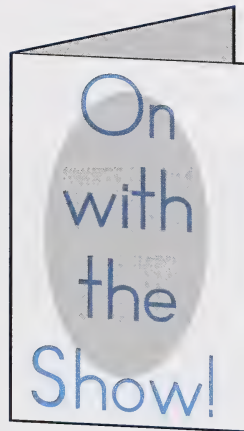
## The Meeting

Ladles and jellyspoons:  
 I come before you  
 To stand behind you,  
 To tell you something  
 I know nothing about.  
 On Tuesday,  
 Which is Thanksgiving,  
 There will be a mothers' meeting  
 For fathers only.  
 Admission is free;  
 You pay at the door.  
 Bring your own seats;  
 We'll sit on the floor.<sup>1</sup>

Encourage the student to be creative in designing the program.  
 Here are suggestions to get you started.

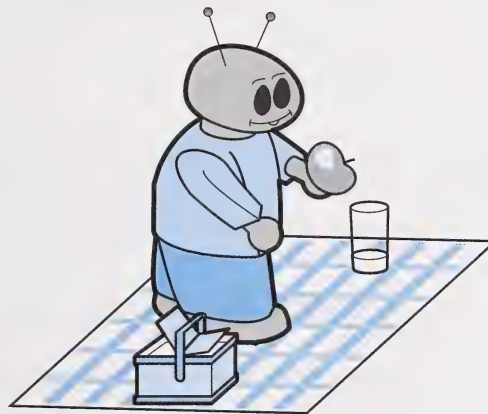


<sup>1</sup> "The Meeting," in *Shuffle Shuffle Rhyme Chime* (Port Melbourne: Rigby Heinmann, 1986) 24. Reproduced by permission.



Have the student print the following information on the back of one invitation or program before placing it in the Student Folder.

- full name
- M1D17

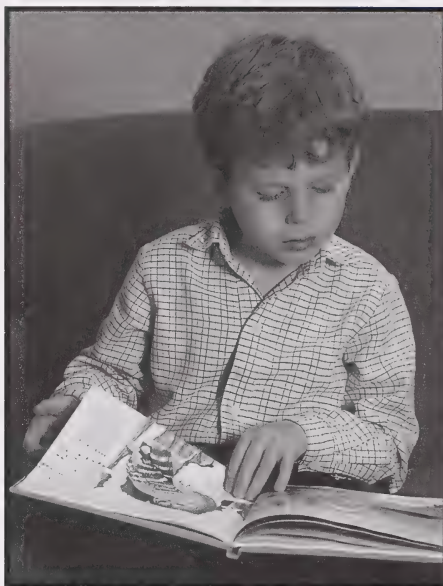


**It has been a busy and  
colourful morning.**

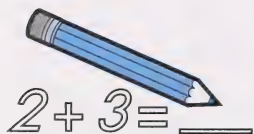
**Are you ready for lunch?**

### Silent Reading

**Time recommended: 5–10 minutes**



Take a reading break.



### Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 1, Day 17.

### Project Time

**Time recommended: 50 minutes**

The student can choose from three experiments with food colouring to observe secondary colours forming as primary colours run together.



Cover your work surface with newspaper, and wear paint shirts to prevent stains. For brighter colours, use undiluted food colouring. You may have time to complete more than one project.

### Project Choice 1: Straw Painting

Lay painting papers flat on a table. Drip a small amount of each primary colour here and there on one paper. Have the student blow through a straw onto the food colouring so it fans out into a design.



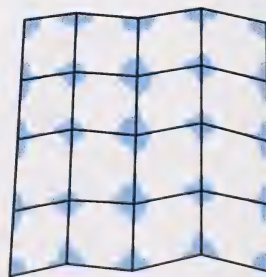
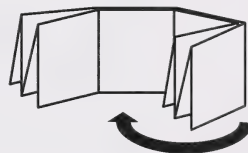
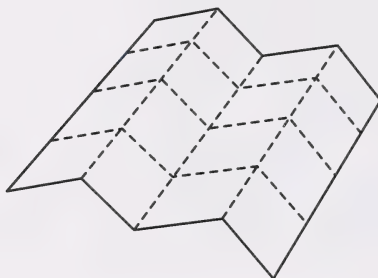
Experiment with colour combinations. Practise to find the ideal amount of colour to use. Try making many different designs by blowing through the straw soft or hard and in different directions on the page.

Fold some papers in half while the colours are still wet to make mirror images.

### Project Choice 2: Paper Dyeing

Proceed as follows:

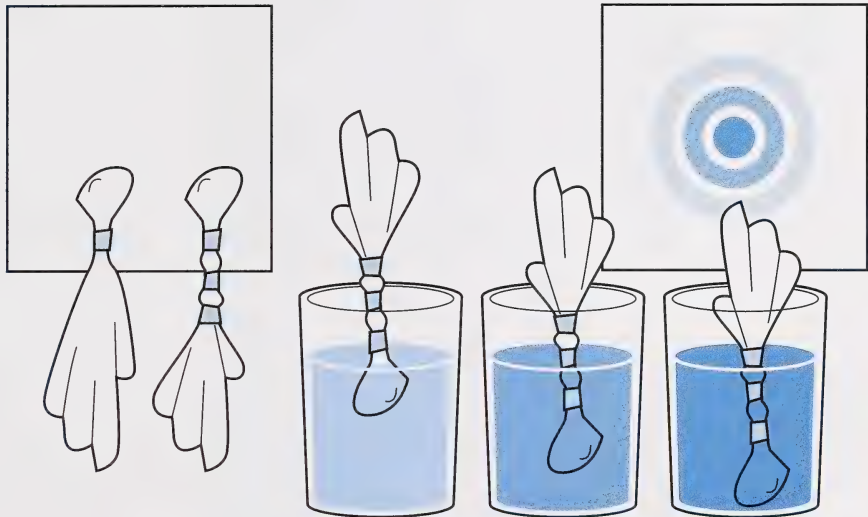
- Pour some of each primary food colour into a separate bowl.
- Fold a piece of absorbent paper, such as a coffee filter or paper towel, into a small packet, as shown.
- Dip each successive corner into a different bowl of colour. Control colour spreading by blotting between paper towels before dipping into the next colour.
- Carefully unfold the paper and let it dry.



Experiment with folding the paper into a smaller packet or unfolding and refolding it a different way. Some types of paper absorb colour better than others, so the student could experiment with several different kinds.

### Project Choice 3: Tie Dyeing

To create a circular pattern, pinch a piece of fabric, paper towel, or coffee filter, and wrap an elastic tightly about two centimetres from the point. Wrap another two elastics farther up on the bunched material to form a column.



Dip the column into one container of food colouring up to the first elastic. Blot this with paper towel. Repeat with the other food colours, each time dipping up to the next elastic. Remove the elastics and open the column of material to let your design dry.

### Finishing Up

Question your student about each finished project.

Look at your design.

Do you see primary or secondary colours?

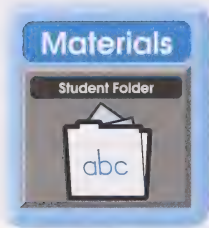
How did you get secondary colours?

What does this design remind you of? Use your imagination.



Have your student help clean up and put materials away.

Hang the finished artwork in a window, perhaps as decoration for your grand finale.



Ask your student to choose one of the colour experiments to send to the teacher. Label it with the student's name and M1D17, and place it in the Student Folder.

### Sharing Time

**Time recommended: flexible**

The student could demonstrate the colour chart or an example from the colour experiment from Project Time or share a number for the grand finale.

### Let's Look Back

**Time recommended: 10 minutes**

Discuss your grand finale as follows.

How have we involved others in our program?

Who will watch it?

What will make it interesting to see?

How many days until our grand finale?

Are we all ready?

What do we still need to do?

What jobs can others help us with?

## Story Time

**Time recommended: flexible**



You could read poems, songs, or books about colour, such as *I Like Red* by Kathy Stinson or *Brown Bear, Brown Bear* by Bill Martin, Jr. If you are in the mood for silliness, turn to “Five Little Monkeys” in *Collections: Too Silly*.

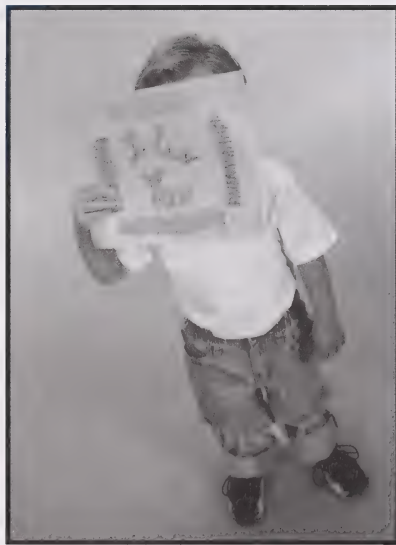
**Next day is your last day of  
On with the Show!  
You will review and also find  
something new.**

# A Round of Applause

**repertoire:** a list of songs, poems, tricks, dramas, or pieces that a person or company is prepared to perform

Give yourselves a hand! Your student has learned an amazing variety of entertainment forms in this module and has a **repertoire** of new skills.

Your student has greater skill in the language arts: reading, writing, listening, speaking, viewing, and representing. As well, the student has increased self-confidence and independence. That does deserve applause, for both the student and the home instructor!



Phonics and Printing are the only assignments for Day 18. The teacher may have asked you to submit all your Student Folder items today. If so, they are listed at the back of Thematic Assignment Booklet 1B. Include the checklist with your submissions.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package

### Language Arts

- word boxes (optional)
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 21–24
- *Toes in My Nose* by Sheree Fitch
- a recording of the song “My Favourite Things” (optional)

### Music and Movement

- resources for practice (optional)

### Silent Reading Time

- favourite reading material

### Math Time

- See Mathematics Module 1, Day 18.

### Project Time

- inside or outside environment
- blank flash cards

### Let's Look Back

- Thematic Assignment Booklet 1B
  - Day 18: Learning Log
  - Day 18: Student Folder Items

### Story Time

- mutually chosen reading material



## Calendar Time

**Time recommended: 10 minutes**

Do your normal calendar routine.

## Focus for Today



Preview Day 18: Learning Log in Thematic Assignment Booklet 1A. You will write general observations about your student's **overall growth and development** in this module. Your student will comment as well.

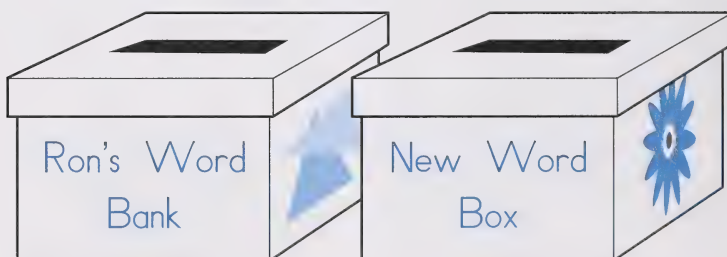
## Language Arts

**Time recommended: 35 minutes**

### Word Study

There are no specific word box activities today. However, be alert to every opportunity to point out words and letters to your student, even when you are not at your learning area.

Your student could print some of these words on white flash cards for placement in the New Word Box and the *Collections Writing Dictionary*.



### Phonics

Review the sounds of the initial consonants **s, t, m, p, c** (the "k" sound of **c**), **n, h, b, r, f**, and **j** with the following activities:

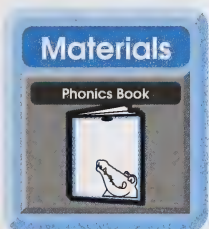
- Demonstrate the kinesthetic action for each letter to help your student associate the sound with the letter. Refer to the Key Words and Actions Guide in the Appendix of the Home Instructor's Manual.



- Find words that begin with those sounds on charts and in books.
- Find the letters on an alphabet chart.
- Play a game of I Spy with clues such as the following.

I spy with my little eye something that begins with the letter s.

It is in the kitchen and we cook on it. (stove)



Open *Level A: Modern Curriculum Press Phonics* to page 21.

Explain the directions, and ask your student to complete the page independently. Check for errors. Remind the student that **k** gives a “k” sound, which you can refer to as a “kicking sound.”

Continue with pages 22, 23, and 24. Explain the directions, have the student work independently, and then check each page for errors. If your student needs help, write a note on the page describing how you helped.

Have your student's full name and M1D18 printed at the top of pages 21 and 23 before placing the sheets in the Student Folder.





### Printing

Give the student a sheet of lined or unlined paper or paper with base lines drawn, depending on the student's preference and developmental stage in writing.

Dictate the letters **s, t, m, p, c, n, h, b, r, f**, and **j**. First ask the student to print them without copying. If the student does require a printed form to copy, then indicate this to the teacher on the back of the page. Use the following script.

Are you sitting and holding your pencil properly?

I will say a letter, and you print the capital letter first.

Leave a little space, and then print the lower-case letter beside it.

Start a new line for each letter.

Print capital **S**.

Now print lower-case **s**.

Your student's work will begin like this example.

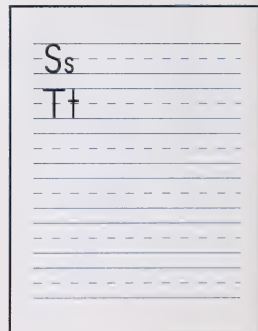
Introduce your student to self-evaluation with the following script.

Look at the letters you have printed.

Circle the best one.

Which letter was the most difficult to print?

Underline that one.



## Materials

Student Folder



Have your student label the back of the printing dictation page with full name and M1D18. Then place the sheet in the Student Folder.

## Materials

Thematic Assignment Booklet



Following this review, you will know whether or not your student can recognize and say the sounds of the letters studied. Fill in the Phonics and Printing portion of Day 18: Learning Log.

## Music and Movement

**Time recommended: 10–15 minutes**

If you are prepared for your grand finale, then play some games. Games are fun and can teach social skills, such as taking turns and following rules. Others could join in as well.

Play favourite games or the following two traditional games.

### I Spy

The person who is “It” sees something in the room and gives clues by completing the statement, “I spy with my little eye something that is....” Following are a few examples:

- something that is red
- something that is big and round

Other players guess what the item is.

Adjust the rules to fit your situation. For example, set limits on the number of guesses, take turns being “It”, or let “It” give more than one clue.



### Don't Laugh

One person is "It". The others think of a phrase that "It" must use to answer every question they ask. "It" must keep from laughing. The one who makes "It" laugh is "It" for the next round.

For example, the phrase may be "the dog's ear." Then "It" has to answer with that phrase when asked a question. Following is an example.

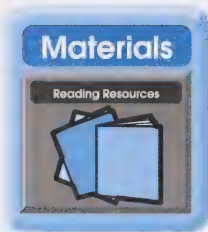
**Question:** What do you brush your teeth with?

**Answer:** The dog's ear!

### Language Arts

**Time recommended: 60–90 minutes**

#### Reading



Read aloud from the book *Toes in My Nose* by Sheree Fitch. You read each poem first, and have the student join in the second time. Consider the following poems and others:

- For a happy time, turn to "Mud Mush Dance."
- To imagine a strange moment, read "Bubblegum Benny."
- To read about a special person, read "Grandmom."
- To think about a special place, read "My Closet."

Encourage the student to identify with each person you read about by pretending to be that person. Ask questions to help do this.

How would you feel if your balloon  
lifted you up in the sky?

See "Bubblegum Benny."

Why would a boy stick toes in his  
nose?

See *Toes in My Nose*.





What do you think causes thunder?

See “I Wonder About Thunder.”



Listen for rhyming words in the poems. When you have finished, ask further questions.

Which poem do you like best?

Which poems are about things you think are fun?

### Writer's Workshop

There is no assignment today. Instead, the student will share favourite things. Begin with the song “My Favourite Things” from the movie *The Sound of Music*, if you know the lyrics or have a recording.

What everyday pleasures does your student enjoy? What things does the child like to smell, hear, touch, see, and taste? Use the following script.

Close your eyes, and think of a nice smell.

Imagine you are in the place where that smell belongs.

Tell me about the picture in your mind.

## Day 18 • A Round of Applause

Encourage other memories, such as a favourite taste or sound.  
Display the following pattern sentences.

**I like to touch** \_\_\_\_\_.

**I like to hear** \_\_\_\_\_.

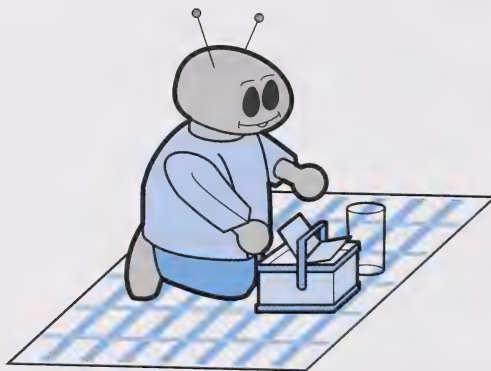
**I like to smell** \_\_\_\_\_.

**I like to taste** \_\_\_\_\_.

**I like to see** \_\_\_\_\_.

The student can use these sentences to record ideas in a simple way or add details as desired. Example sentences follow:

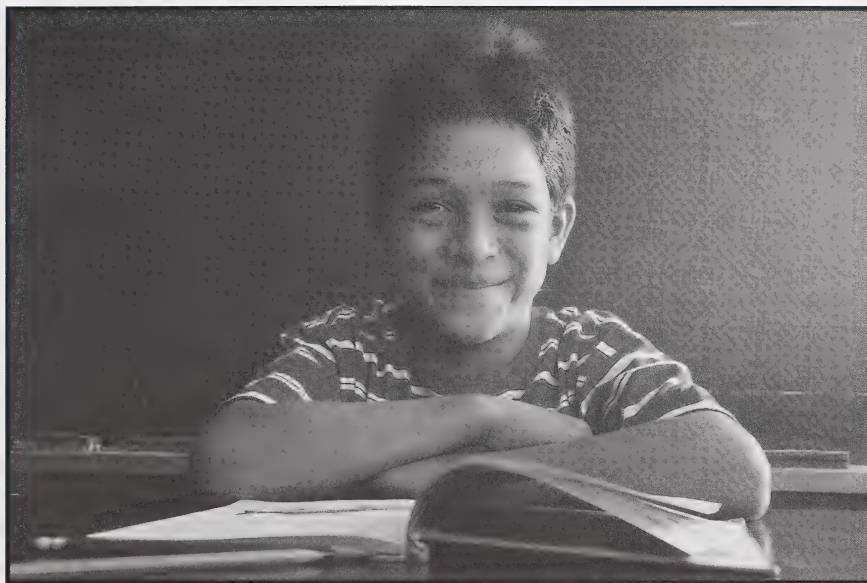
- I like to touch my cat's fur.
- I like to touch my horse's nose when I feed her grain.



**It is time for lunch.  
This afternoon, you will  
finish Module 1.  
Good for you!**

## Silent Reading

**Time recommended: 5–10 minutes**



Many people enjoy reading.

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 1, Day 18.

## Project Time

**Time recommended: 50 minutes**

## A Touch Tour

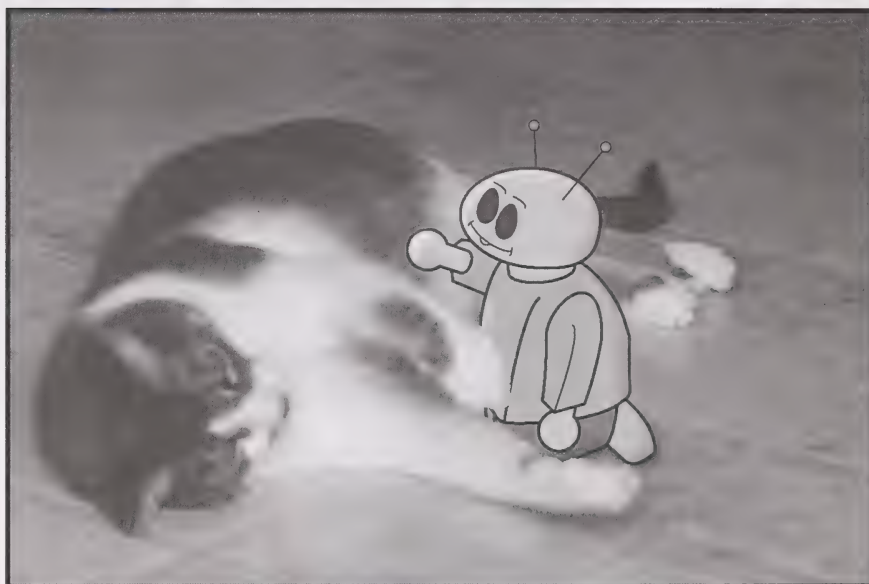
During this activity, your student will touch and describe a variety of materials.



## Day 18 • A Round of Applause

Take a field trip around your work area and outside, weather permitting. Look for many different touch sensations. Encourage your student to describe each feeling in a sentence. Examples follow:

- This wool coat feels rough.
- The cat's fur is warm and soft.
- The floor is smooth and cold.
- This board is rough and splintery.



Afterward, prompt discussion as follows.

What things did you like to touch?

What did you not like to touch?

What did you find that felt scratchy?

What part of your body did you use to touch each object? (your hand or your fingers)

Hold one of these objects to your face, your arms, and your feet.

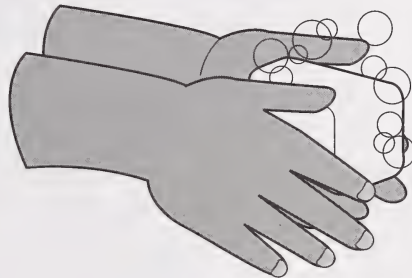
Does the object feel the same as it did on your hand?

When you feel something that is scratchy, soft, or smooth, what part of your body is doing the feeling? (your skin)

### Health and Life Skills

Explain that our skin is a protective covering for the rest of the body and a **sensory organ**, or system of the body, that lets us discover the world around us. The eye is the organ for the sense of sight, and the skin is the organ for the sense of touch.

Point out that looking after your skin is as important as looking after your eyes or ears. The skin “breathes,” or lets fluids in and out of the body. For this reason, a person must wash harmful chemicals off the skin at once.



Remind your student to avoid too much sunlight on the skin, wear protective clothing, and use sunscreen.

**sensory organ:** an organ in the body that takes in information from its surroundings

## Day 18 • A Round of Applause

Cleanliness in general is necessary for health. Your student should understand that cleanliness is even more important when the skin is broken by a cut or scrape. Present basic first aid information for cuts and abrasion as follows. You may have to explain some terms to the child.

**wound:** a hurt that makes your skin bleed

**direct pressure:** holding a clean cloth or tissue tightly against a wound

**sterile:** very clean, with no germs

**infection:** a sore spot caused by many germs growing in the body

**oozing:** slowly leaking body fluids

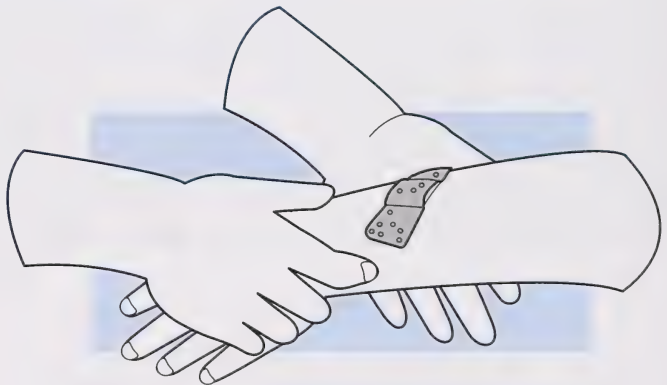
Clean a **wound** with soap and warm water.

Apply **direct pressure** to a cut until the bleeding stops.

Then put a **sterile** bandage on the cut to protect it from **infection**.

If a cut is deep, then a doctor must see it.

Put a bandage on a scrape or scratch that is **oozing** or bleeding, to protect it from infection.



### Enrichment (optional)

#### The Feel of Words Game

Enrich your student's vocabulary about the sense of touch as follows:

- Make cards with touch-related words such as these.

**sticky**  
**smooth**  
**cold**  
**damp**

**bristly**  
**silky**  
**hard**  
**velvety**

**squishy**  
**slippery**  
**fuzzy**  
**bumpy**



- Hold up a card and say, for example, “Look for something that is sticky.” Have the student search for a suitable item.
- Challenge the student by asking for items with two qualities, such as, silky and smooth or cold and hard.



### Sharing Time

**Time recommended: flexible**

Your student may enjoy sharing favourite things discussed today or hearing other people discuss theirs.

### Let's Look Back

**Time recommended: 10 minutes**

You've done it! Give yourselves a hand for completing this first module. What do you think your student has learned?

Look over the pages in the Student Folder. Discuss the child's work, noting improvement in writing, drawing, and neatness. Point out any new skills that you see.



## Day 18 • A Round of Applause

Below are comments and questions you could use.

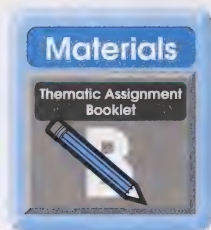
Which pages do you think you did best?

What do you like about that assignment?

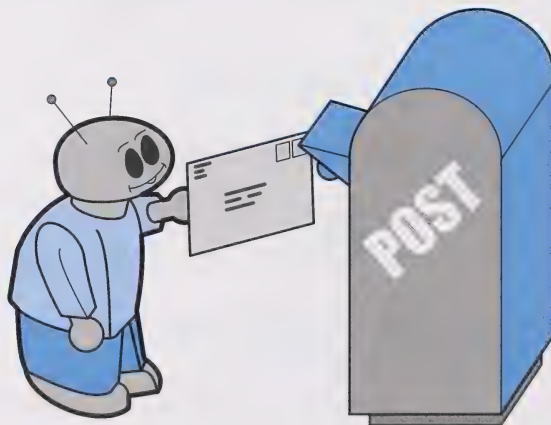
Do you remember how you felt when you did that work?

What jobs are you getting better at?

What else have you learned in Module 1?



Turn to Thematic Assignment Booklet 1B, and complete Day 18: Learning Log. Include your student's comments about a favourite assignment or a feeling of accomplishment.



### Materials

Thematic Assignment  
Booklet



Continue in Thematic Assignment Booklet 1B, and complete Day 18: Student Folder Items. Encourage your student's participation, and help the child recall each item and any learning achieved.

Ensure that each item is labelled with your student's name plus the module and day numbers. Paper clip the items in order to the back of Assignment Booklet 1B, and submit all materials to your student's teacher at the time the teacher has requested them. Be sure to include the checklist with your submission.

## Story Time

**Time recommended: flexible**



Read for the fun of it.





**Bravo! Take a bow! You have  
successfully completed Module 1, On  
with the Show!**

**Have a great grand finale, and tell your  
teacher about it afterward.**

**Next, you'll start Module 2,  
Imagine That!**

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49	EyeWire Collection/Getty Images				

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Images
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